

**MICROCOSM**  
**1977**



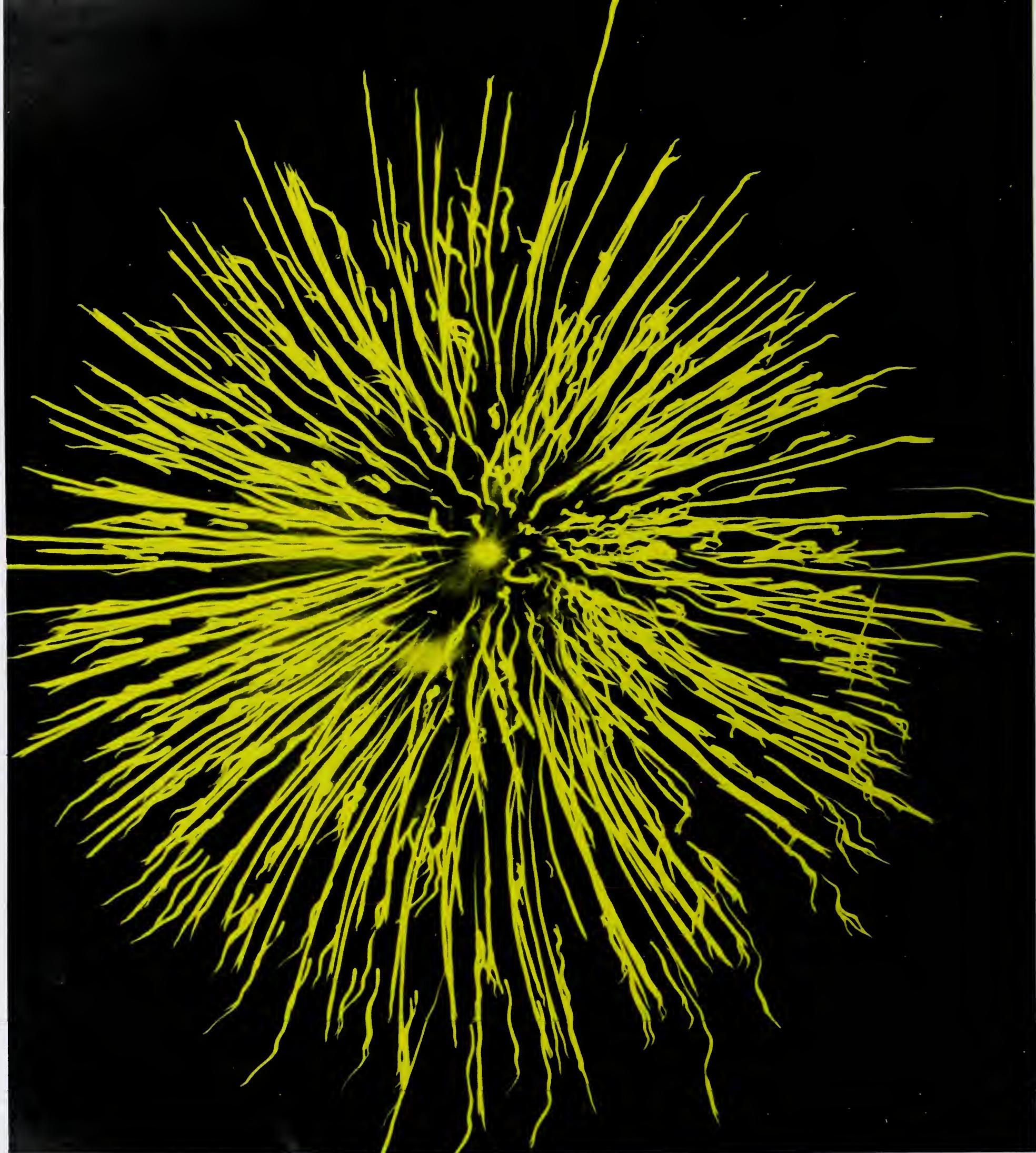






**MICROCOSM** (mi'kro-kos'm), n. a miniature universe; man as typifying the universe; a district, community, or institution regarded as a little world in itself.\*

SIMMONS COLLEGE • BOSTON, MASSACHUSETTS • 1977





## SIMMONS IN BOSTON

“Boston is a state of mind.”  
— Mark Twain



1878 — A view of the marshes where Simmons now stands

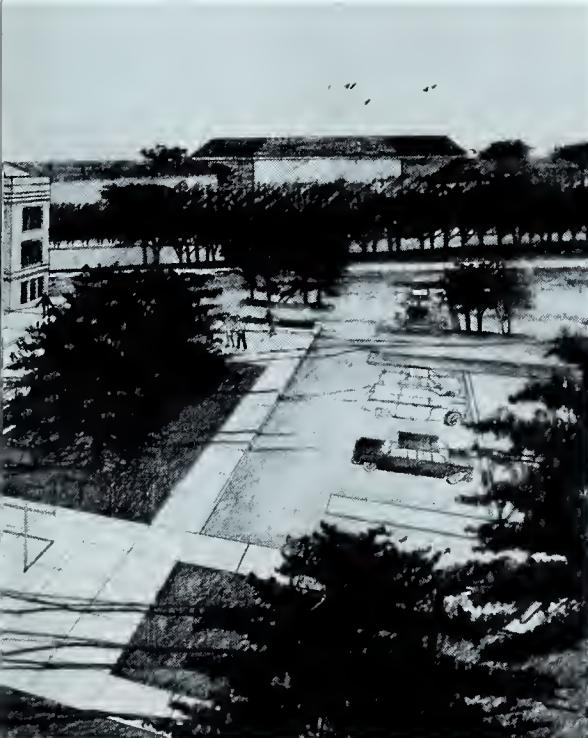


1904



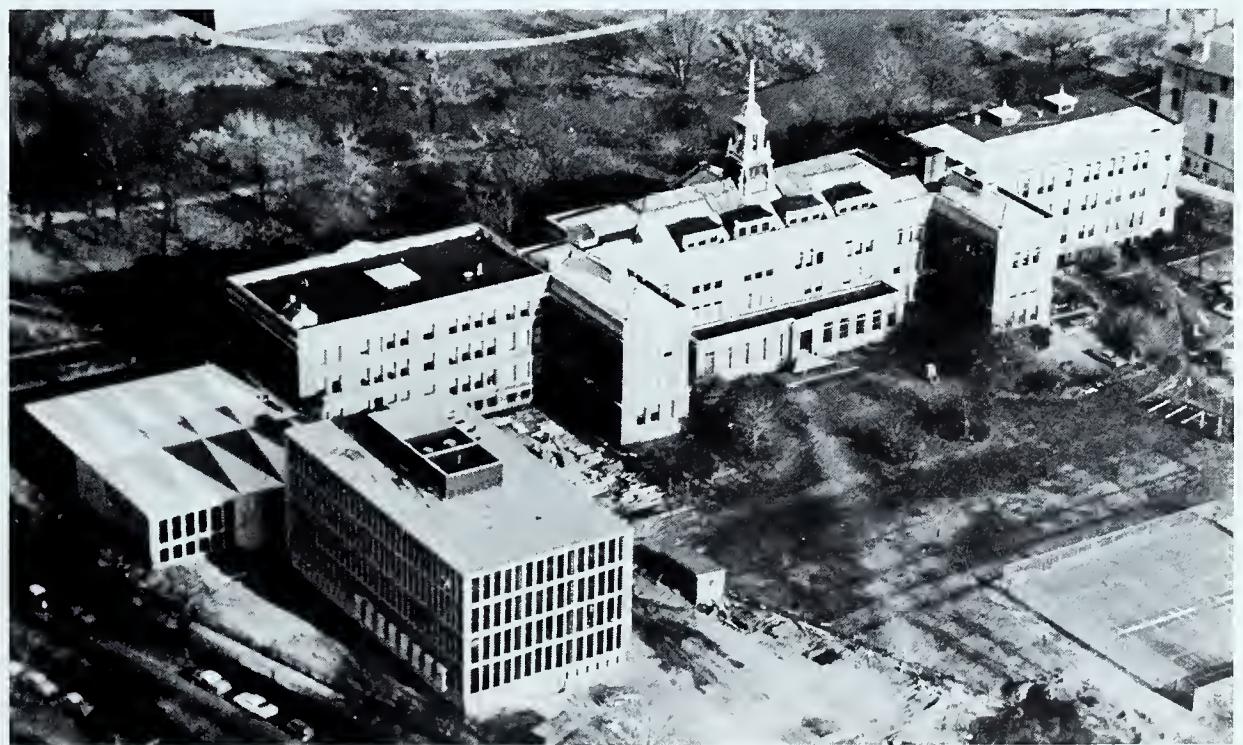


1958



1960

"FUTURE SHOCK"



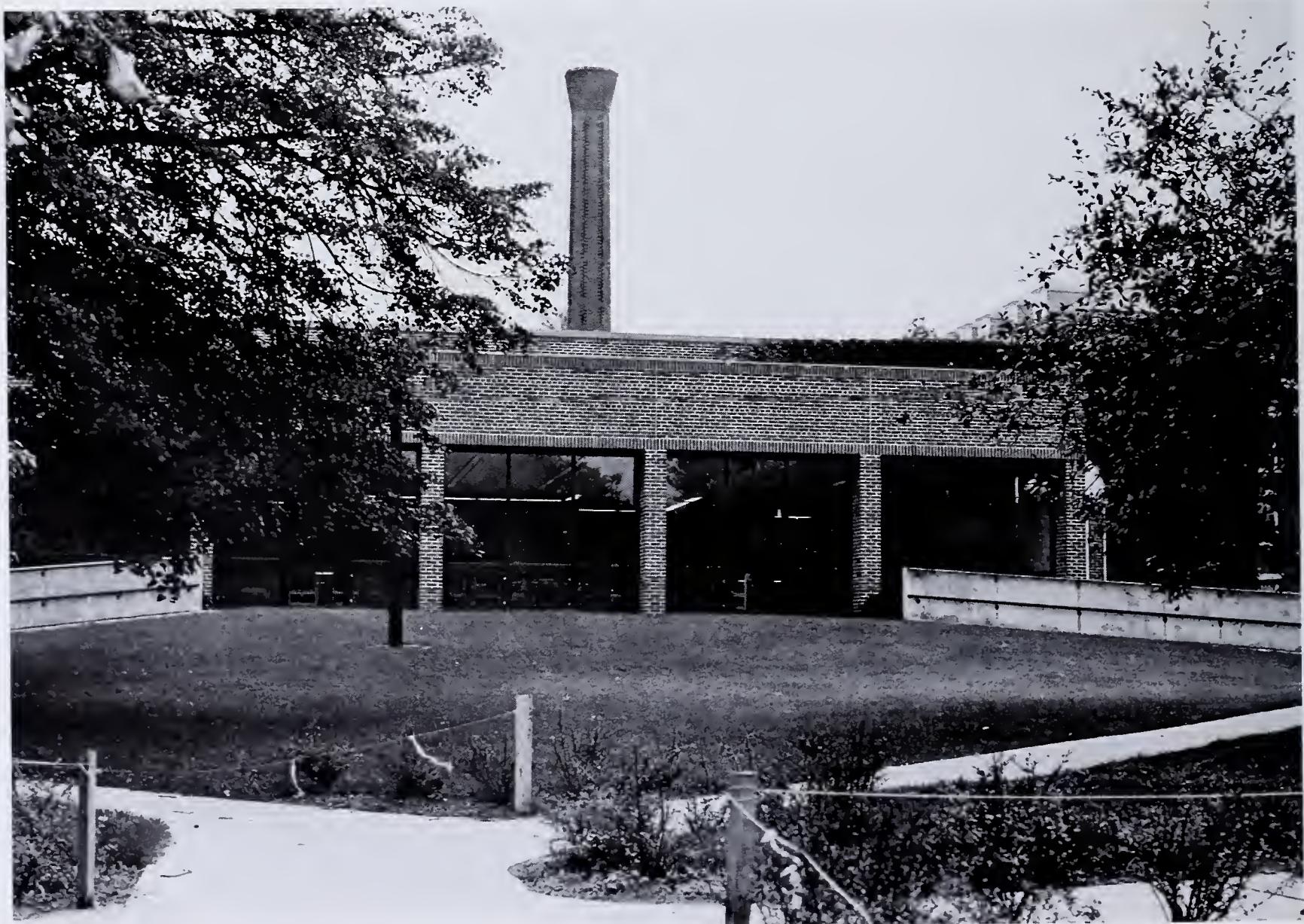


The skyscrapers stand proud.  
They seem to say they have sought the absolute  
and make it their own.  
Yet they are blameless, innocent as dumb steel  
and the dumber concrete of their bastions.  
“Man made us,” they murmur.  
“We are proud only as man is proud  
and we have no more found the absolute than  
has man.”

— Carl Sandburg











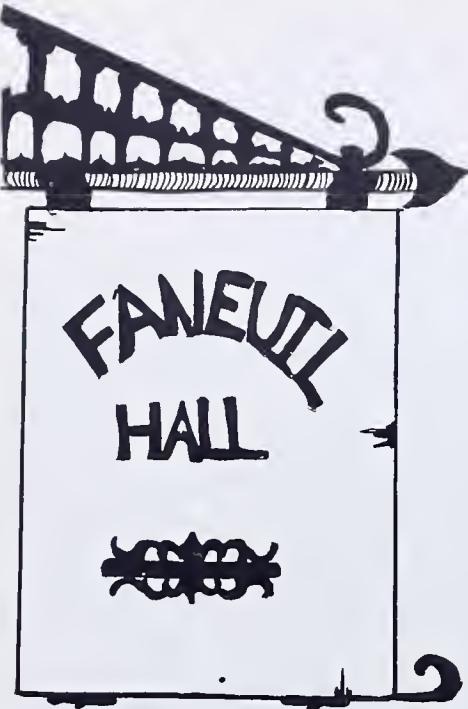


Park The Car In Harvard Yard.











I have studied many times  
The marble which was chiseled for me —  
A boat with a furled sail at rest in a harbor.  
In truth it pictures not my destination  
But my life.  
For love was offered me and I shrank from its  
disillusionment;  
Sorrow knocked at my door, but I was afraid;  
Ambition called to me, but I dreaded the  
chances.  
Yet all the while I hungered for meaning in  
my life,  
And now I know we must lift the sail,  
And catch the winds of destiny  
Wherever they drive the boat  
To put meaning in one's life may end in  
madness,  
But life without meaning is the torture  
Of restlessness and vague desire —  
It is a boat longing for the sea and yet afraid.

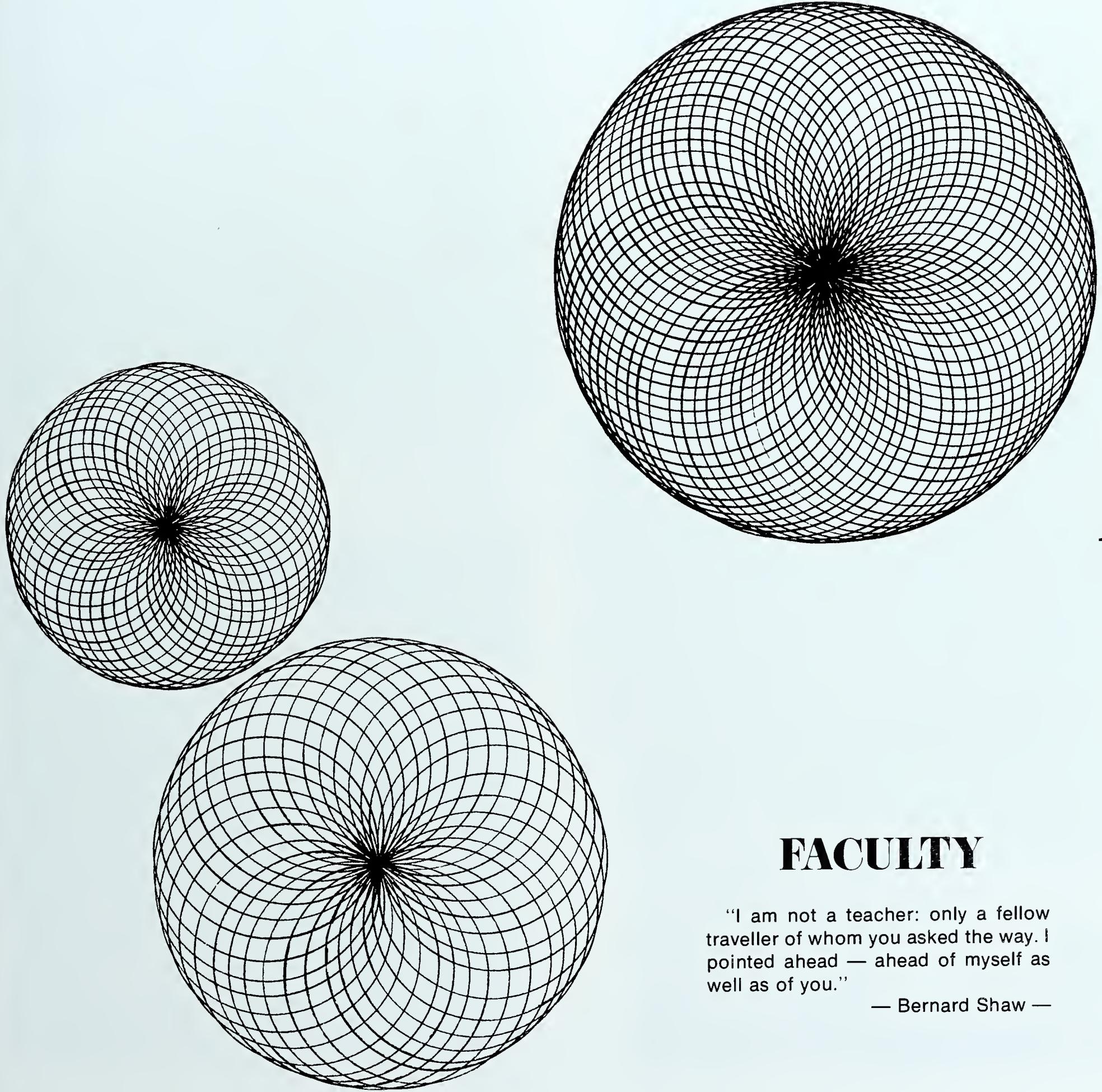
— Edgar Lee Masters



## FACULTY

"I am not a teacher: only a fellow traveller of whom you asked the way. I pointed ahead — ahead of myself as well as of you."

— Bernard Shaw —





## CHEMISTRY

James U. Piper, chairperson  
B.S. Massachusetts Institute of Technology  
M.S., Ph.D. Emory College

The roles of the Chemistry Department as they relate to the rest of the College are best described in terms of the activities of the faculty. Our commitment to the preparation of professional chemists is based upon our own professional activities. For example, Mrs. Brauner has recently been Chairman of the Northeastern Section of the American Chemical Society, Mr. Bell was program

chairman for a national Chemical Education Conference last summer and Mrs. Dey is Treasurer of the local Medicinal Chemistry Section of the ACS. Students are involved in the faculties' research activities during the academic year and in the summer. Mr. Bowers has applied for National Science Foundation funds to support our nine-year-old summer research program which involved four faculty and seven students last summer.

Our activities involve many students other than our concentrators. Mr. Bell's recent success in obtaining two National Science Foundation grants to develop new teaching tools in the sciences is already benefiting students in introductory courses through increased utilization of audio-visual materials. The popular Computer Appreciation course developed by Mr. Soltzberg provides students with their first exposure to the College's extensive computer facilities. Mrs. Hartman's interest in environmental problems resulted in the development of Chemistry 109, a collegewide course on the applications of technology to the solution of societal problems.

Fundamentally, the faculty of the department try to get students interested in the things we enjoy doing. This generates an enthusiasm in the learning process which is contagious, and this is our chief contribution to the College.



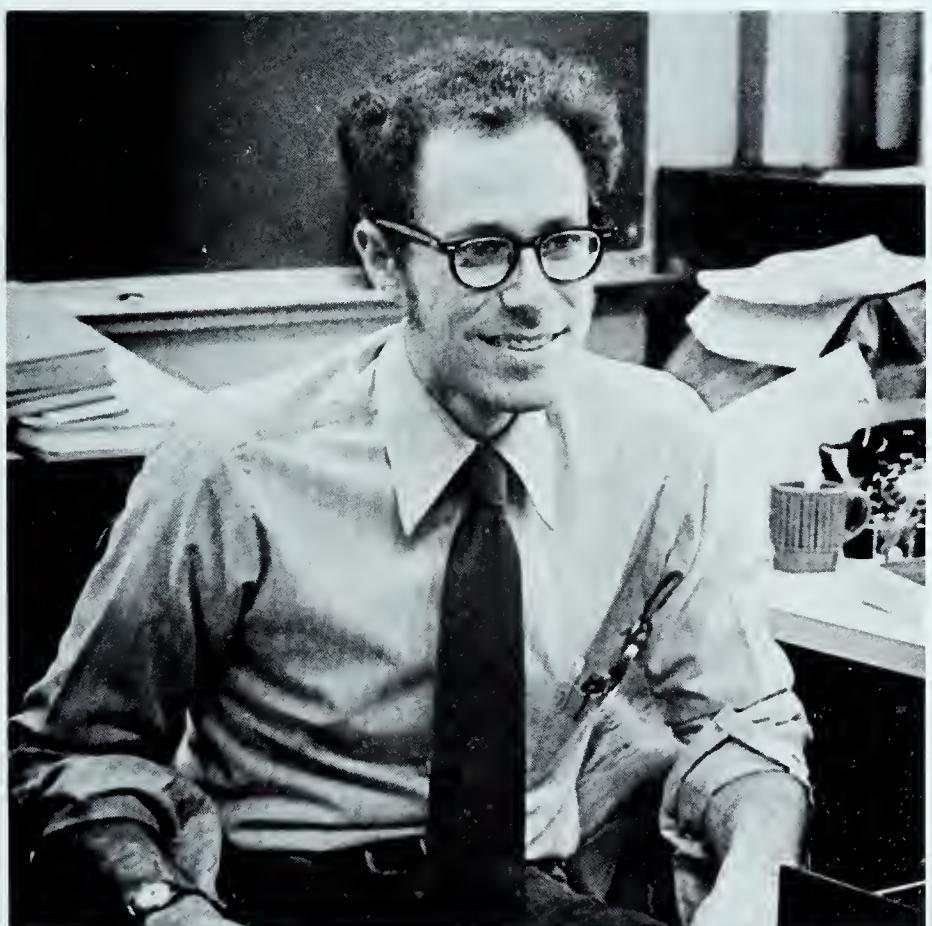
Jerry A. Bell



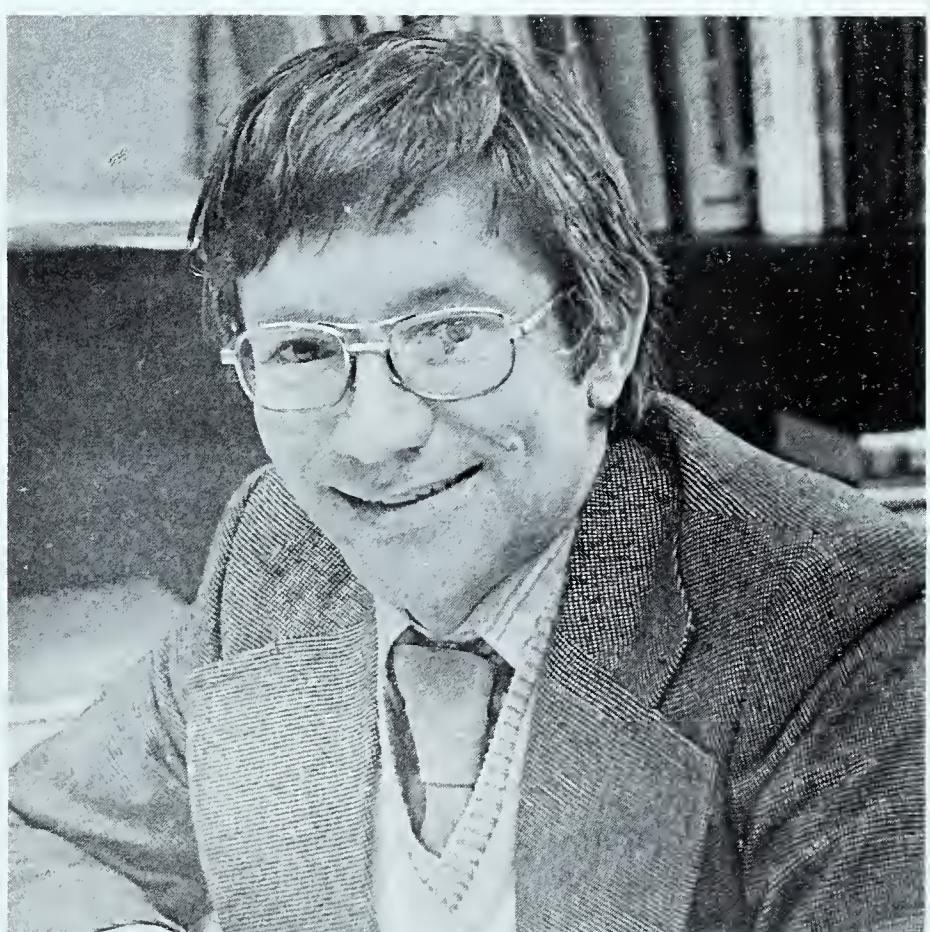
Adrienne S. Dey



Phyllis A. Brauner



Leonard J. Soltzberg



Peter G. Bowers

# ART & MUSIC

Thomas J. Wallace, chairperson  
A.B. Brown University  
M.A. Brown University  
B.F.A. Rhode Island School of Design

The department of art and music offers a concentration in art history and also provides courses in drawing and graphics which help fulfill requirements of graphics majors in communications. The department also has a number of joint majors who combine work in art history and studio with work in other fields. In addition many students take art courses on an elective basis.

Two concentrations in music are offered, applied music and music history and arrangement between Simmons and The New England Conservatory of Music. In music also joint concentrations are welcomed. As in art, music offers the experience of contemporary society.

The department feels that its importance on the institutional level lies in the unique power of music and art to develop aural and visual intelligence and articulateness. In the practical sense of becoming as fully human as one can, a highly developed visual and aural intelligence is crucial. This is not simply a matter of aesthetics, rather it is a matter of bringing a student into a more highly conscious sense of the world of her perceptions and thereby making it possible for thought to proceed from a richer and more coherent sense of experience.



Robert Oppenheim  
and  
Thomas Wallace



Robert E. Gronquist

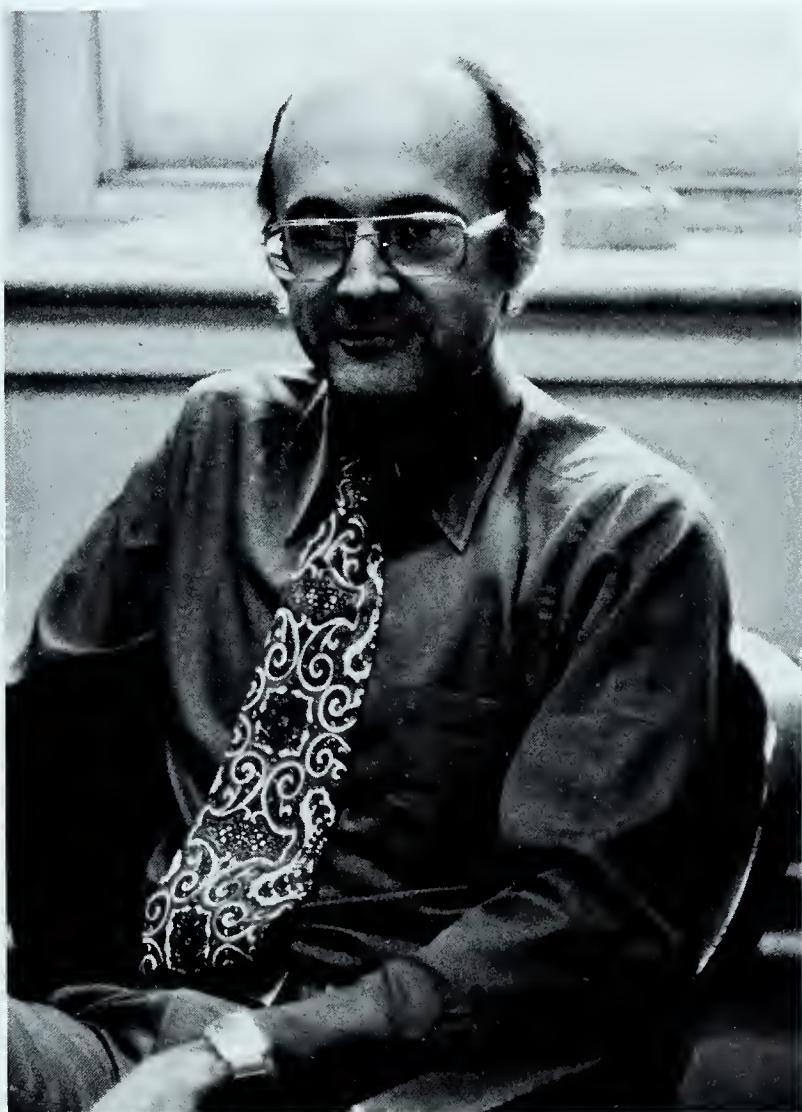


Fazal A. Chowdry

Dana C. Chandler



# ECONOMICS



Donald Sherk, chairperson

The Department of Economics has attempted to provide its students with a quality education in the field of economics. Moreover it has built up within its overall course offerings several specialities which are designed to be appropriate to our students' future professional/career choices, namely mathematical economics, urban economics and international economics. In addition, our active internship program has added a unique dimension to one total program. With the growing interest in economics throughout the country, together with the variety of new positions open to women in various branches of economics, the Department believes it to be well situated to help its students take maximum advantage of this new environment.



Harriet G. Tolpin



Barbara A. Sawtelle



Robert B. Wallace

# COMMUNICATIONS

Dorothy F. Williams, chairperson  
B.S. Simmons College  
M.S. Boston University

The department of Communications is an informal department. It is a microcosm within a microcosm. The faculty and the staff enjoy each other and are stimulated by their students. Although the department is a sizable one, its teachers know their students and take the greatest pleasure in counseling them and in watching them progress.

While fulfilling the "in depth" requirements, the students move into the larger microcosm of the total Simmons community. Here they mesh their communications studies with those of other academic areas. Under the work study plan, too, many students are busy in offices of the College editing newsletters, writing public relations releases, producing tapes and films, taking photographs, and designing booklets. The faculty members also put their talents to work on many communications projects for the college.

The students continue to widen their sphere of service to the college by volunteering on Janus and Microcosm. As staff members of the Simmons Review, they are in communication four times a year with the



whole college community.

Of course, when a little "PR" needs to be done to promote a campus function, they are on hand to design posters and promote the event. When the Communications students sell articles to the press or when they go into the field on internships, they extend the Simmons sphere of influence into the Greater Boston Community.

From dawn to dusk the students are involved in Simmons' channels of communication, and they try mightily to help to keep them open so that the members of the Simmons Community can be in dialogue with each other.



Virginia Bratton



Reginald Jackson



Robert F. White

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Alden W. Poole



# BIOLOGY

Anne E. Coghlan, chairperson  
B.S. Simmons College  
M.Ed. Boston University  
M.S. University of Vermont  
Ph.D. University of Rhode Island

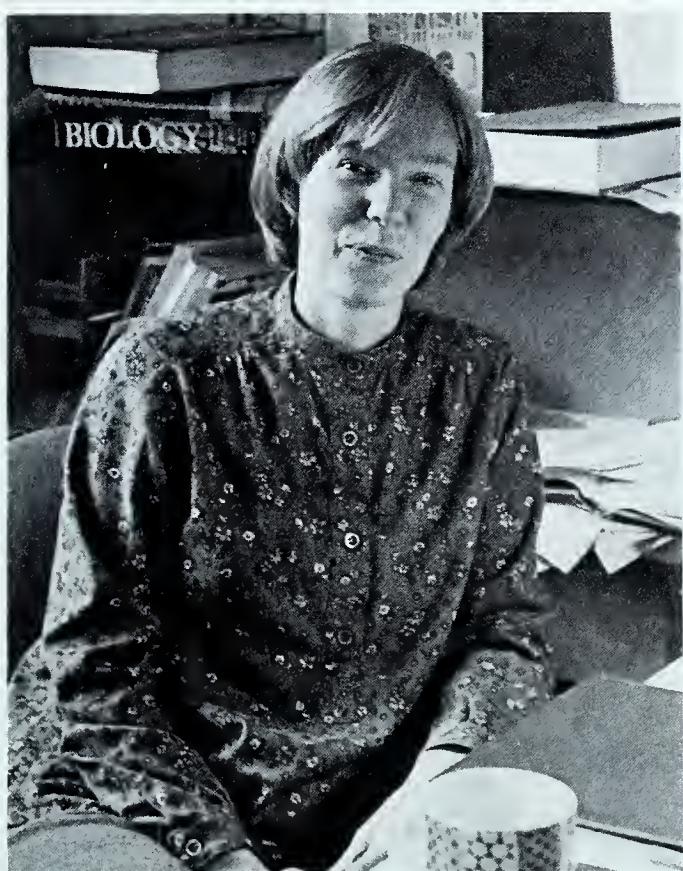
The Biology Department strives to be a working, contributing part of Simmons College and not a little world in itself. The discipline of biology is concerned with the universe — all living organisms and the physical environment in which the organisms exist.



Sandra N. Brown



Elizabeth A. Weiant



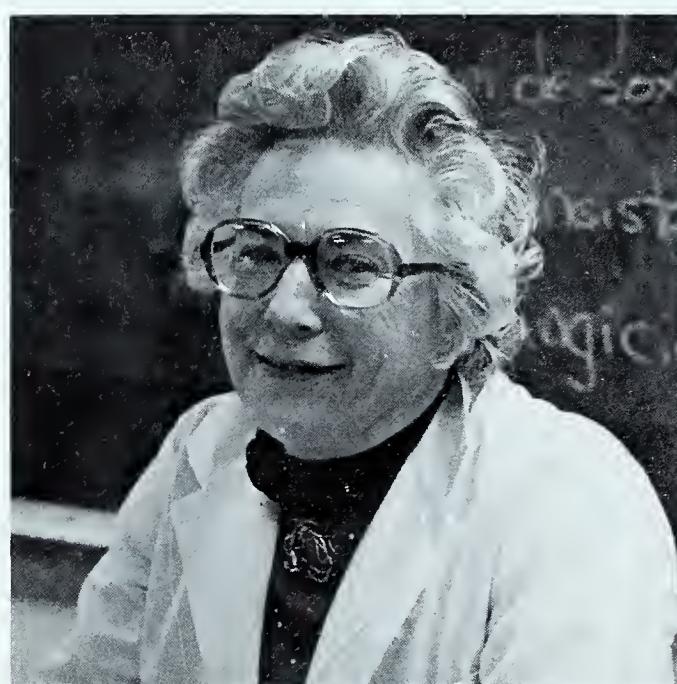
Marylee S. Everett



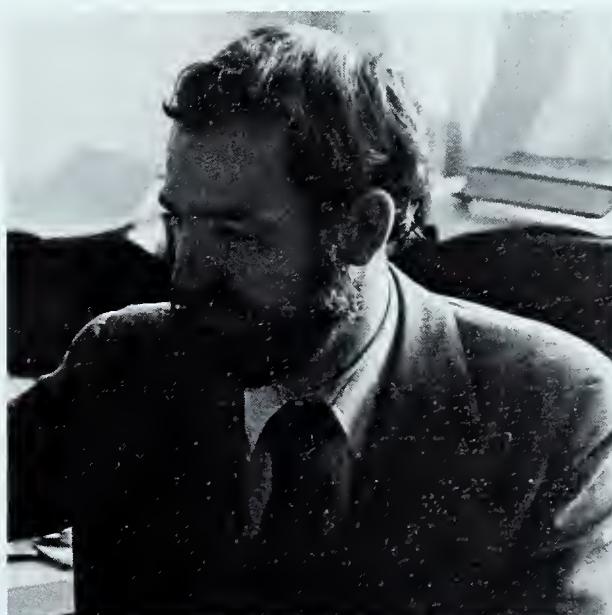
Richard P. Nickerson



Miriam S. Schweber



Martha Berliner



Byron L. Bowman

# ENGLISH

There are all sorts of answers to the question, "Why study literature?" some of them good, some of them awful. It seems to me that the answer really is, "Because we have to be human." I don't know what that means, but I suspect one cannot get any very real sense of what it is to be human without some sense of what it has

been to be human. And for that, the past is all we have, the complex record of what man has done with his problematic humanity. That record exists chiefly in what we call literature. I suspect that some form of this perception lies at the heart of everything that goes on in the Simmons English department.

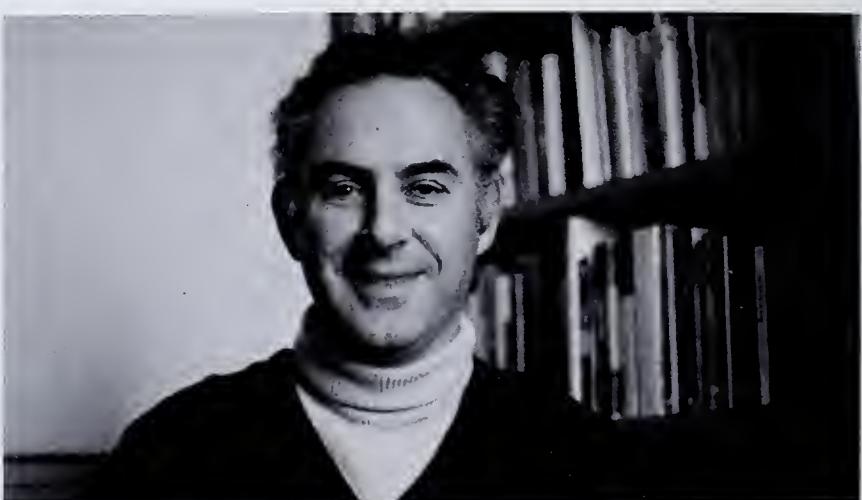
Richard Freedman



Constance A. Lewis



Lawrence L. Langer



George W. Nitchie, chairperson  
B.A. Middlebury College  
M.A. Columbia University  
Ph.D. Columbia University



J. Douglas Perry



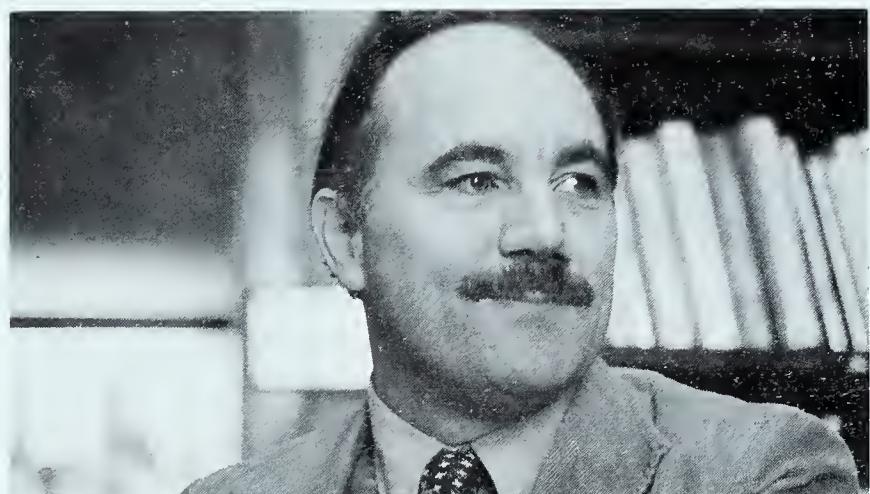
Nellie Y. McKay



Pamela S. Bromberg



William M. Manly



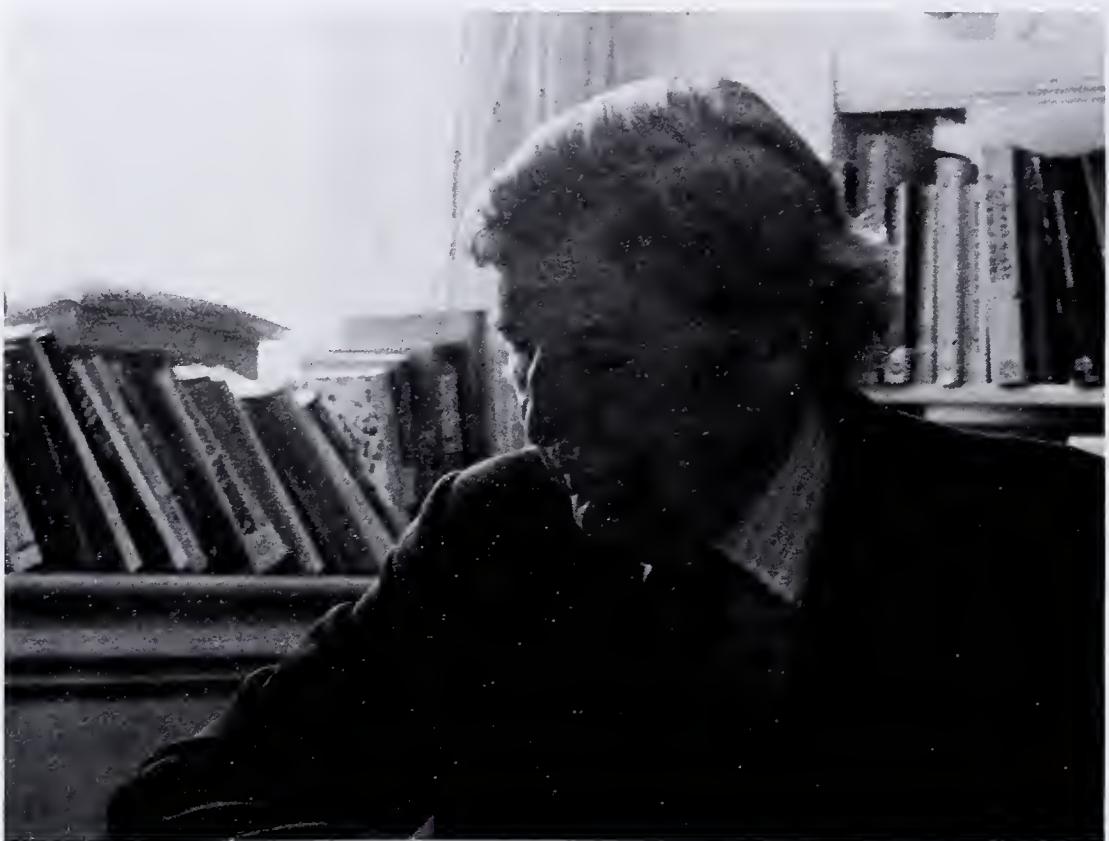
27

Charles E. L'Homme



David G. Gullette

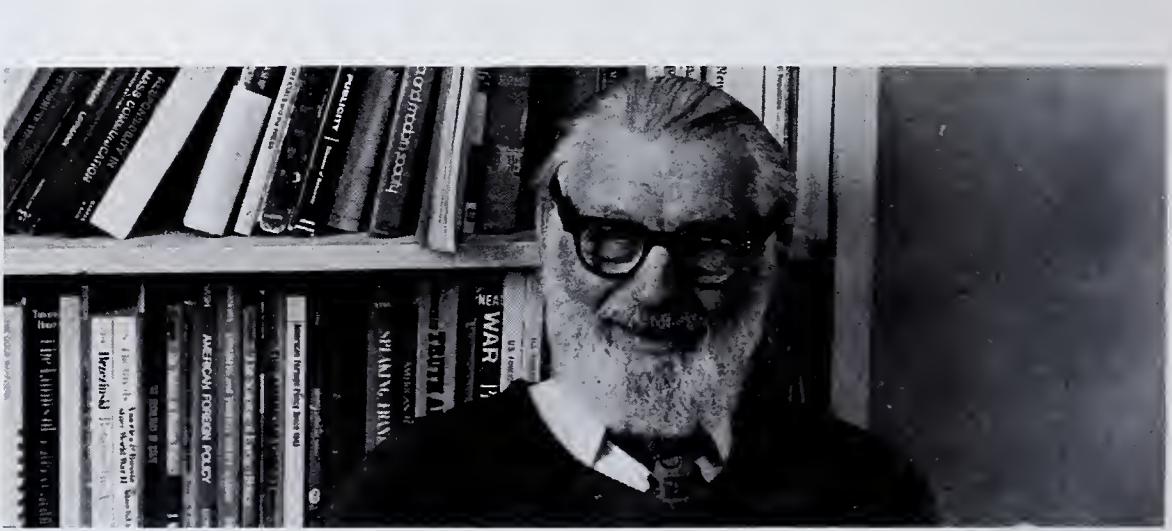
# GOVERNMENT



Carroll F. Miles, chairperson  
A.B. Seton Hall  
M.A. Catholic University  
M.P.A., Ph.D. Harvard University

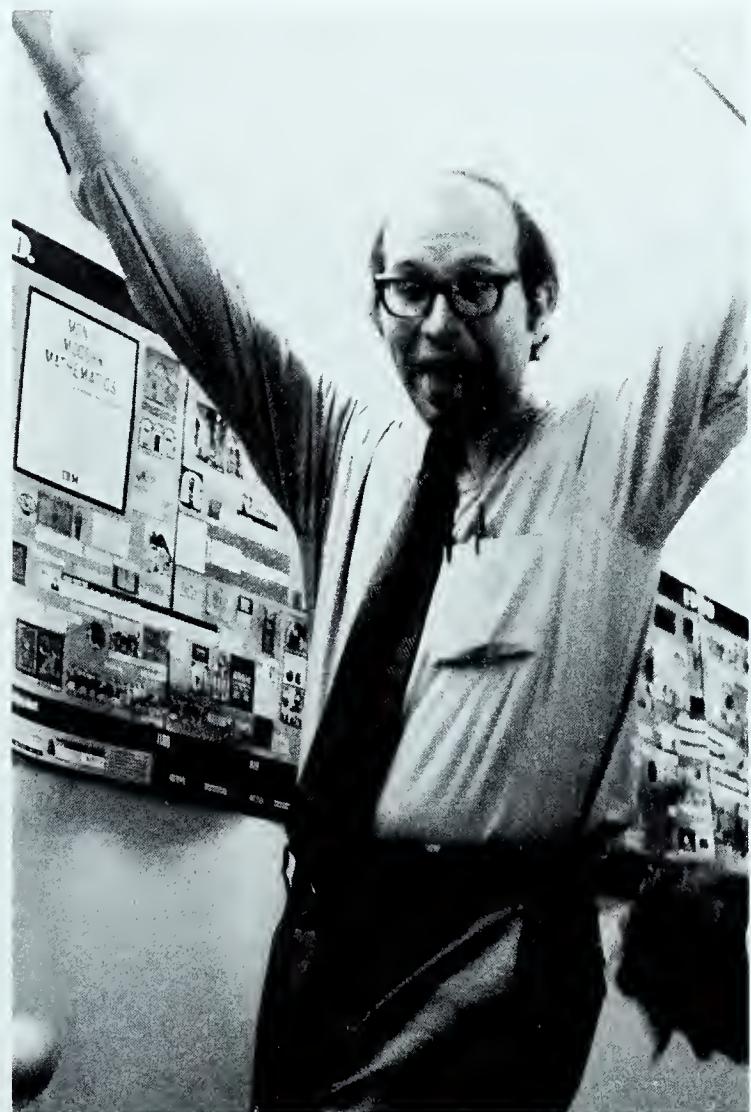
The Department of Government is a microcosm of the broader political society. It exists in an environment of politics, it makes political decisions in the broadest sense, its students work in the world of politics, think about that world and leave here to shape that world as citizens or practitioners of politics. Some become lawyers, some bureaucrats, and all become citizens.

Cynthia M. Hamilton



Roy M. Tollefson

# MATHEMATICS



David Browder, chairperson  
B.A. Amherst College (1966)  
M.A. University of Oregon (1968)  
Ph.D. University of Oregon (1971)

A mathematical object of study can be thought of as a microcosm, a small world, in which there is logical structure and consistency, and which might well function as a model of some aspect of "reality." Manipulating the model (the microcosm) is far less cumbersome, or risky, than manipulating the real world. To decide whether each guest will have a place

at the table, one need only count the guests and count the places rather than actually conducting an empirical test.

In addition to its applicability, a mathematical microcosm can have its own appeal, its own fascination. It can seem to continually defy description and analysis only to yield to an unexpected inspiration.



William D. Novak



Daniel F. O'Reilly



John C. Garberson

# HISTORY

No area of human concern lies outside the interest of the historian, for he is engaged in the admittedly impossible task of recapturing the past, the entire past. Accordingly, as part of his task, he penetrates the outer skin of the microcosm, as it can be diversely understood — the nation state, the voluntary society, the individual. The psyches of nations and of single men, the hidden recesses of the collective and individual mind, are probed for the sources of national cohesiveness and individual stability, for the basic elements of cultures and personalities. To that work the historian is no stranger.

But that is only part of his assignment. Microcosmic interest is balanced and complemented by macrocosmic concerns. Probing inward is matched by probing outward. The nation in its relations with other countries and the individual in his interac-

tion with his fellow men, the total social existence of state and person command the attention of the historian. Scrutinizing the charnel house of war along with acts of loving charity; poetry, novels, symphonies, glorious inspirations of the human mind along with torture chambers and concentration camps; great moments involving great figures along with the tedium and drabness of the day-to-day existence of the largely anonymous; scrutinizing, that is to say, the warp and woof of history, the craftsman has but a single goal, to understand.

The purpose of the History Department at Simmons College is to transmit to our students an appreciation of the priceless heritage of the past, whether derived from microcosm or macrocosm, with the aim that they understand, and in understanding, become more deeply human.

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Henry Halko, chairperson  
B.A. Clark University  
M.A., Ph.D. Brown University

Leslie Fishbein



Richard B. Lyman



John C. Hunter

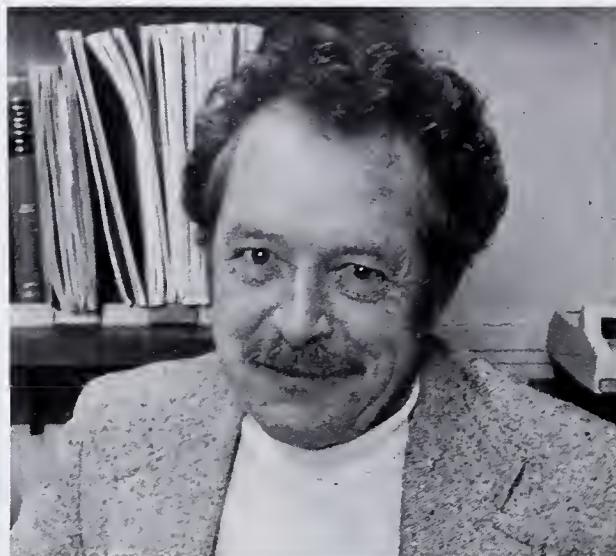


# MANAGEMENT



Milton L. Shuch, chairperson  
B.S. Hofstra University  
Ph.D. New York University

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Woodrow W. Baldwin



Bruce W. Warren



Laurence M. Onie



Leo J. Parente

Each subject area within the Simmons community represents a microcosm of a universe, the Department of Management is no exception. Within our course offerings are the broad frameworks for career patterns ranging from accounting to marketing and retailing; and in depth from finance to personnel and fashion.

Philosophically our goal is to provide our graduates with a solid overview of the field of management and the opportunity to accent a particular area of interest. The aforementioned being accomplished in congruence with a balance of liberal arts work to afford our students to develop both a profession and a life style.

# PHILOSOPHY

The Philosophy Department encourages students to question and demands that they make a connection between their studies and the larger world. The department offers a variety of courses which are directed towards this purpose. Students may participate in seminars on a specific topic or philosopher and/or examine various philosophers in a more general approach.

The Philosophy Club provides an opportunity for students to come together to discuss their concerns, ideas, in a more informal way. It also

serves as the liaison body between students and faculty. The department sponsors three or four forums each semester during which the entire Simmons community may learn about the issues which are currently being debated in philosophy.

The emphasis of the Philosophy department then, is two-fold. Students 1) examine various aspects of philosophy, and 2) carry these insights and questions with them into the macrocosms of Simmons and the community.



Carol R. Ochs, chairperson  
B.A., M.A. City College of New York  
Ph.D. Brandeis University



Catherine Elgin

# PHYSICAL EDUCATION

Our small department has all the characteristics of a good soap opera with certain people being on stage more because they are available at Simmons College. The part-time arrangements with outside facilities and special instructors add spice to the script with variables which are constantly changing.

These patterns, places and people bring laughter, depression, rage, joy, cynicism, pleasure, patience, humor and all the other ranges of emotion which occur when interacting with a large cast.

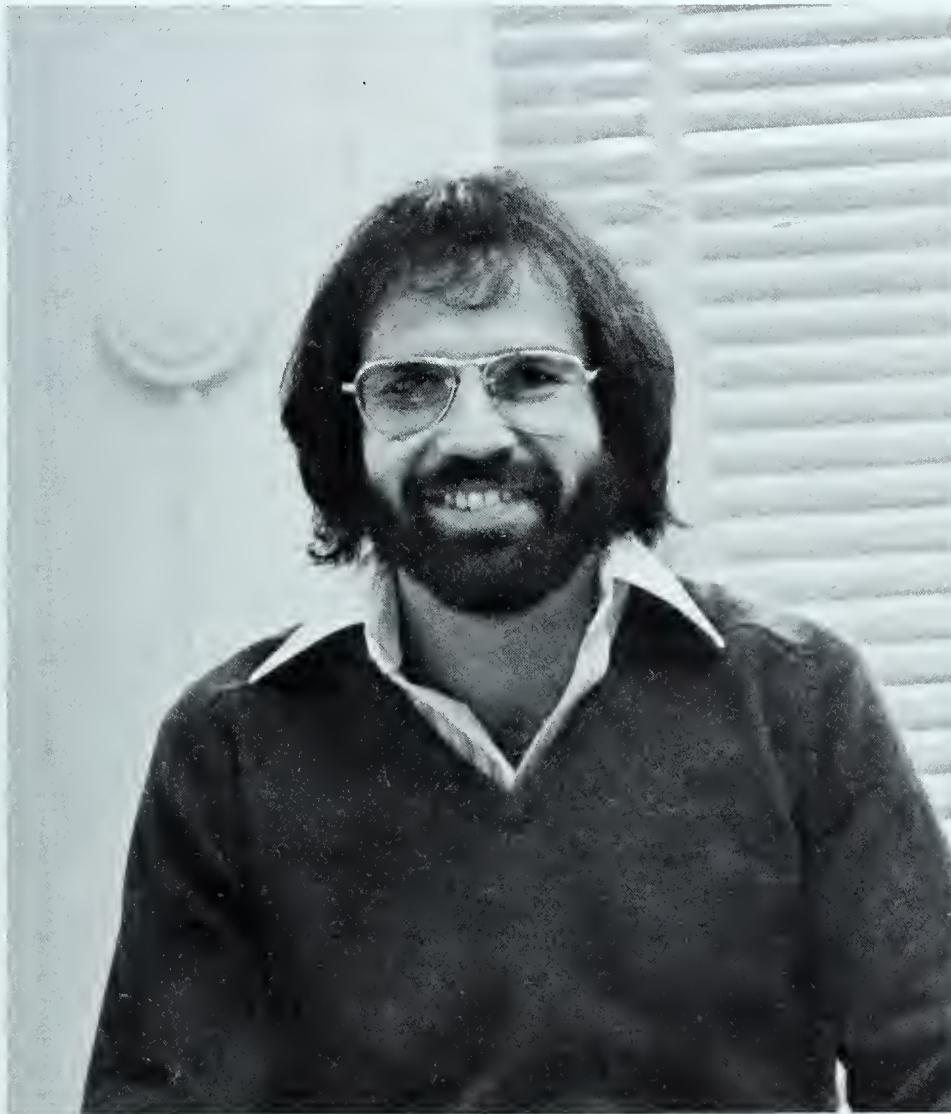
Mary H. Staley



Doris E. Olmstead, chairperson  
B.A. Tufts  
M. Ed. Boston University



# SOCIOLOGY



Felicia I. Ekejiuba

Stephen London, chairperson  
B.A. Bowdoin College  
Ph.D. University of Chicago

Sociology is a discipline that attempts to document and explain social behavior on individual, group, and societal levels of analysis.

The goal of the department is to assist students to develop analytical and intellectual perspectives which will allow them to understand and explain the bases and consequences of various forms of social behavior. These perspectives should also enable students to acquire insight and understanding about their own social behavior and social environment.

The department's goal is achieved through three interrelated areas: theory, methodology, and comparative study.

In addition to following our formal

curriculum and subscribing to the college's commitment to field experiences, the department also provides various learning experiences that supplement the course offerings. Such extra-curricular activities as seminars, lectures, field trips, and symposia provide meaningful educational experiences for our concentrators and the college community. A particularly significant contribution has been our Social Issues Lecture Series. Through this series we have invited a number of outside speakers to the college who have stimulated us to examine social problems we ordinarily would not have examined, or to examine them in a manner we ordinarily would not have considered.



Elaine C. Hagopian

# AFRO- AMERICAN STUDIES

Afro-American Studies is a legitimate and long overdue intellectual enterprise. It provides a systematic approach to the study of the various social, cultural, and historical forces that gave rise to the particular structure of the Afro-American lifestyle. It offers a unique vantage point from which to examine a large and important cultural group in the United States comprised of people who, despite great diversity, share a history and a culture different in a number of important respects from the rest of the population. The intellectual study of the Afro-American culture is sufficiently different and rich to span a cross-cultural, interdisciplinary approach which provides the opportunity to break down the often artificial barriers between established disciplines and cultures.

It is impossible to prepare for the complex urban environment and the

world of interracial reality without understanding the position of black people in this society and the world. Education should be a process of coming to know one's self and having the ability to understand and cope with one's environs. Without exposure to the Afro-American experience, black students cannot learn about themselves, and white students cannot learn to live with people unlike themselves. Afro-American Studies corrects the omissions and myths of the past; provides a way for human beings to know themselves and to know each other; creates a well-rounded intellectual environment in which different perspectives can be understood and appreciated; and seeks to develop sensitive leaders, scholars, and informed citizens who will work to implement constructive social change.

Marva G. Carter, chairperson  
Boston Conservatory  
N.E. Conservatory  
Boston University



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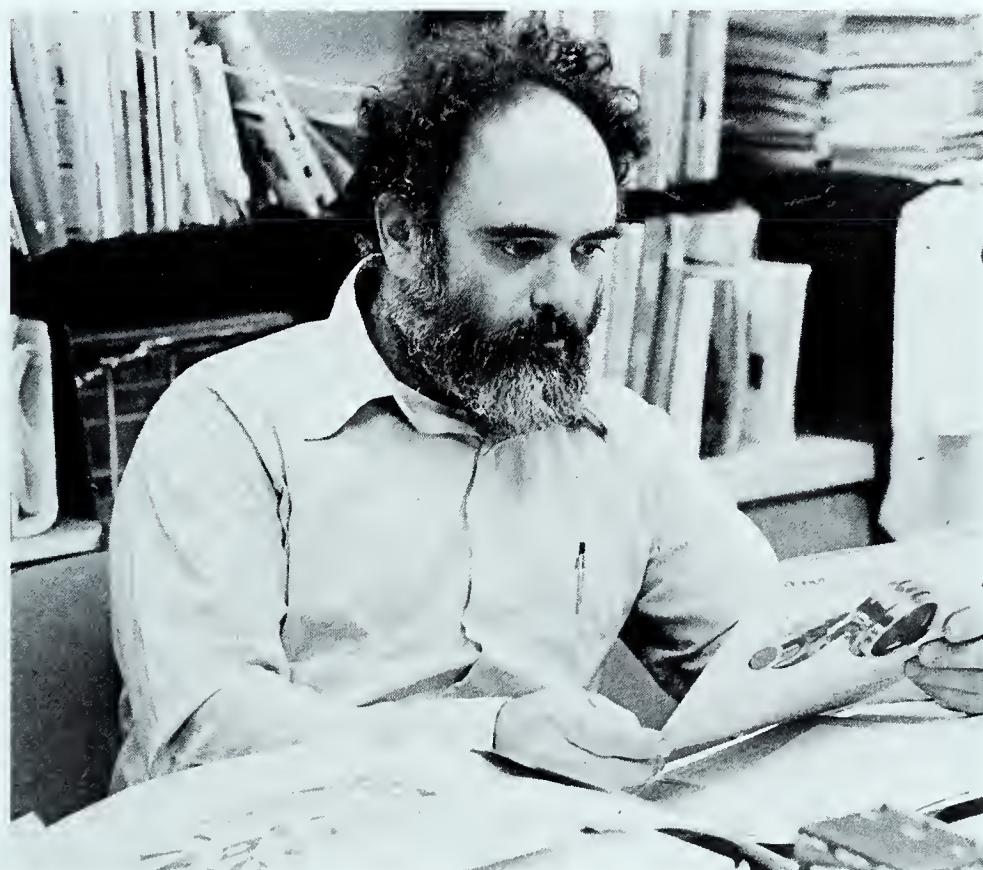
## PHYSICAL THERAPY



Linda Fettner, chairperson  
B.S. University of Wisconsin  
M.S. Boston University

Microcosms must relate in order for the world to function as a unified species toward common goals. Relationships between groups are facilitated by people who embrace social responsibility. Physical Therapy is a microcosm of individuals with a desire to embrace the responsibilities of serving their fellow persons by joining with other microcosms within and outside of the medical community to provide a wide scope of preventative, restorative and supportive care to people. The physical therapy student at Simmons College is dedicated to helping others and sees this help being facilitated by the joining of microcosms.

# PHYSICS

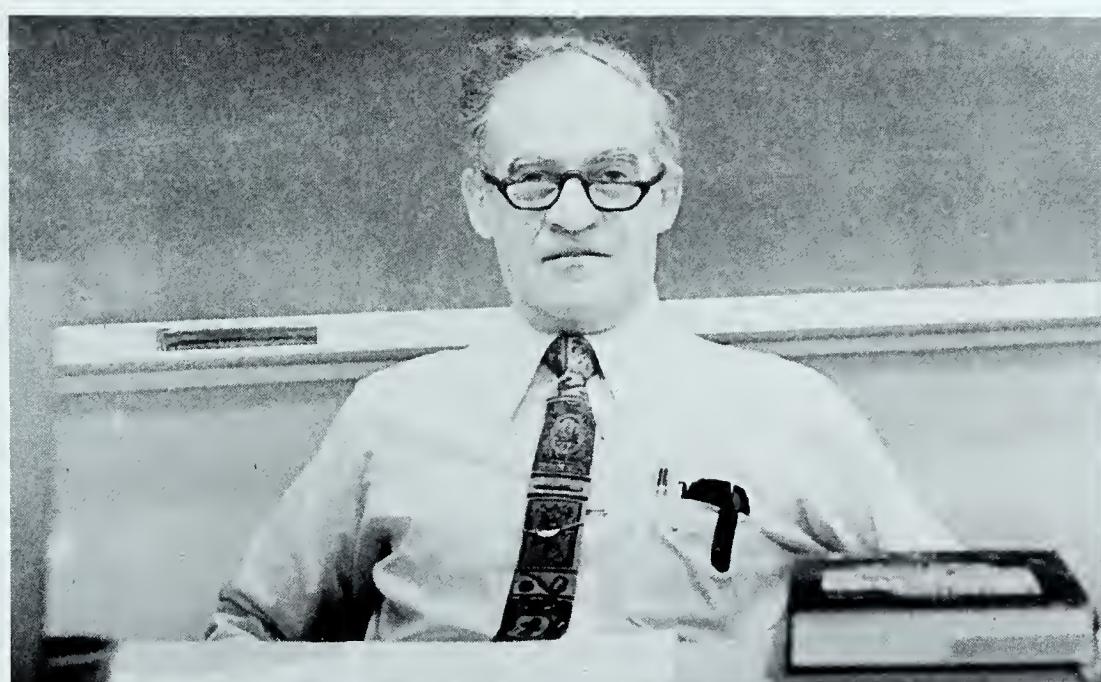


Edward Prenowitz, chairperson  
B.A. Swarthmore College  
M.A. Harvard University

Michael Rice



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Robert C. Vernon

Physics tries to discover the pattern of events which controls the phenomena we observe. But we can never know what this pattern means or how it originates; and even if some superior intelligence were to tell us, we should find the explanation unintelligible.

Sir James Hopwood Jeans 1877-1946

# NURSING

Phyllis S. Moore, chairperson  
B.S. University of Michigan  
M.S., D.N.Sc. Boston University

Jane D. Gardner  
Mary B. Gardner



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Alice M. Hosack

The Department of Nursing is not a distinct universe, apart from the total college. If anything, it continually reflects the college's philosophy in its commitment to the education of women. Uniqueness exists in its approach to the preparation of women for the professional nursing role through a balance of professional education and liberal education. The Department of Nursing's commitment, like that of the college, is the preparation of women who will fulfill their lives through thoughtful concern for others, sensitivity and creativity in their approach to work, an appreciation for what is common to all and yet unique to each individual, and an interest in learning as an on-going process. As part of Simmons College, the faculty, through interaction in the teaching-learning process, also hopes to inspire in its students self-confidence, independence and a commitment to society.



Helen C. McLaughlin



Lois E. Schoppee



Ann E. Lord



Jane Krywinski



Rosemary Czaplinski  
Maria N. Bueche



Lynn S. Fox

# PSYCHOLOGY

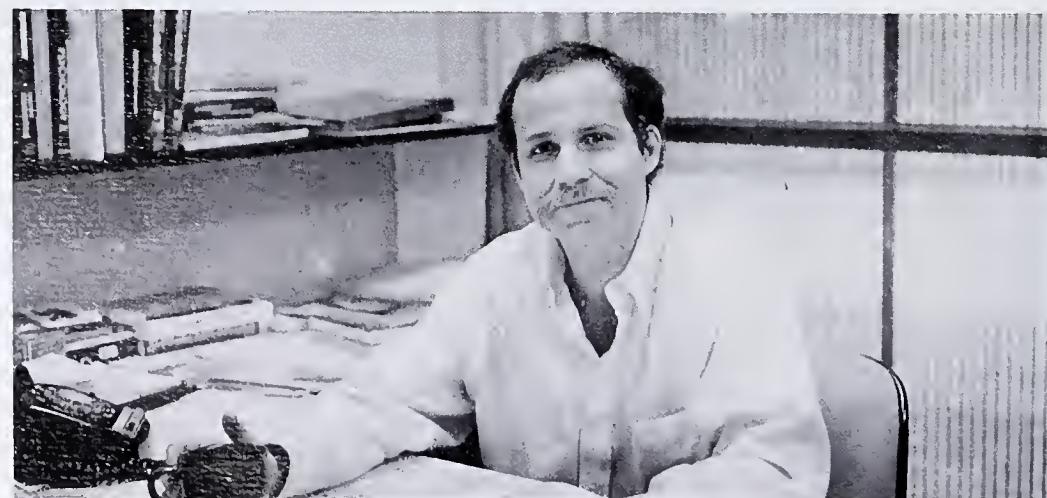
Psychology is a window on the human world, one that takes man as its central subject picking up where physics, philosophy and biology leave off. It is thus a synthesizing discipline and brings its diverse methods and traditions to bear on the analysis of varieties of human experience. It aspires to be a science in its methods and yet to thereby shed some general light on the human condition. At Simmons the makeup and offerings of our department reflect in microcosm the scope of the field and diversity of opinion it contains. As a result, Simmons Psychologists rub shoulders congenially not only with each other but with colleagues in other discip-

lines. We depend on their support and expertise and can claim to intellectually join many of the divisions that the organized pursuit of knowledge has come to contain. And for our students we aspire to inspire a similar breadth and catholicity of outlook, technique and appreciation such that their own endeavors both at Simmons and beyond will include a sense of wholeness and depth. For the study of Psychology, done at least with our Simmons flair, should create an informed sense of tolerance out of the exposure to genuine diversity. Is this not the American dream? So we feel that at Simmons we are a microcosm indeed!

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Diane Coulopoulos, chairperson



Mark A. Fridovich



Lillian M. Grayson



Donald W. Thomas



Peter W. Castle

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Barbara F. Gentile



Teresa S. Carterette

# EDUCATION

The Education Department has almost indistinguishable boundaries, and thus is less of a microcosm in itself than a part of the larger world which itself is the microcosm within which education takes place. The department has a number of programs: human services, elementary and early childhood education. Many students are double concentrators, many spend a great deal of time in public schools. As a career field, the department helps the student prepare for work in the large microcosm that lies beyond commencement.

John S. Robinson, chairperson.  
B.A. Brown University  
Ph.D. Harvard University



Georgia T. Noble



Kathleen D. Lyman

Joel S. Weinberg



Diane E. Antczak

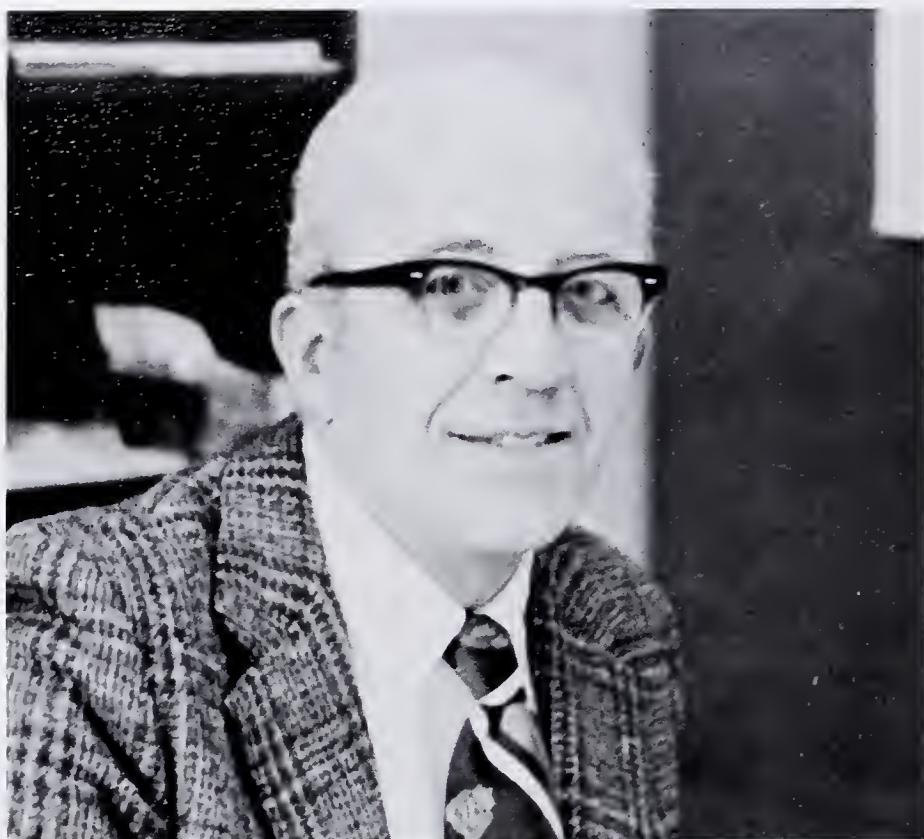


Joan C. Pine



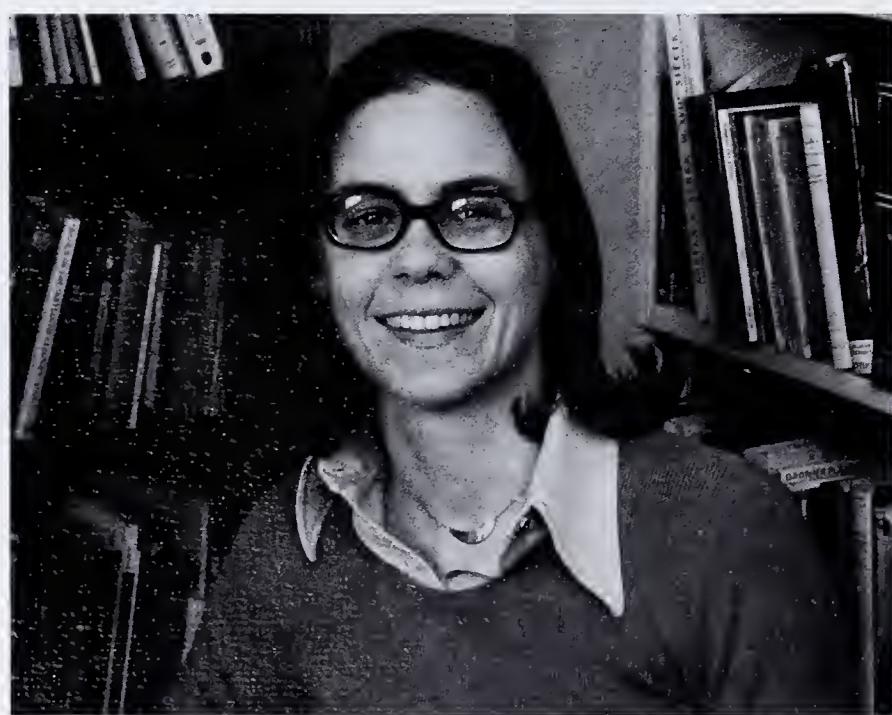
Lydia A. Smith

# FOREIGN LANGUAGES & LITERATURES



James L.V. Newman, chairperson.  
A.B., M.A. Middlebury College

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Susan M. Keane

What is a language department? It's students and faculty working together, learning to master and use another language, another idiom, another way of thinking. It's a student giving another dimension to her education and to her life, opening new horizons intellectually, socially, and professionally by learning the language, literature, culture, and traditions of another people.

Much of this happens in the classroom, of course. But it also happens in a faculty office or seminar room, in the language laboratory and library, through independent study and field work in the community, and by studying abroad. Foreign language concentrators at Simmons are strongly encouraged to spend at least a semester abroad, either at one of the centers of our affiliate, the Institute of European Studies, located in England, France, Spain, Austria, and Germany, or at many other recognized programs in both the eastern and western hemispheres.

In many fields the ability to speak and write a foreign language can give you that telling edge that makes you more employable and, more importantly, can add another dimension to your qualifications which might prove invaluable for growth and advancement in your chosen career.

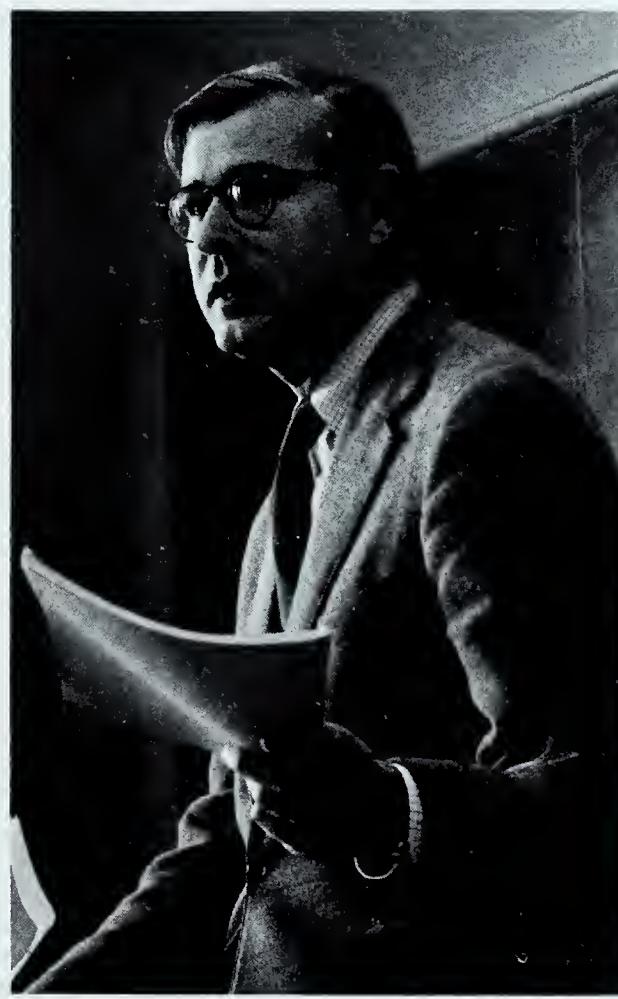


Gerard R. Montbertrand

Mary Jane Treacy



Raquel H. Ferguson



Charles R. Mackey

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Helen Mamikonian

# NUTRITION



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Patricia K. White, chairperson.  
B.A. Merrimack College  
Ph.D. Massachusetts Institute of  
Technology

Nothing is more universal to individuals than their food. Food provides not only the nutrients needed for health and well-being, but also a means for social and cultural interchange. The interaction of the natural and social sciences makes the students of the Nutrition Department part-time citizens of a microcosm, which is merely a reflection of the macrocosm.

Examination of social issues, the realities of consumer economics and the development of communication skills enable our students to bring the classroom to neighborhoods, schools and clinics. These disciplines are intertwined with the methods of inquiry of biology and chemistry to educate young women who are both informed

Katherine M. Bevacqua



and informative as members of the "outside world."

Exposure to the macrocosm is provided within our microcosm; course work, independent study and field work projects provide the structure by which our students are introduced to the interactions and responsibilities between the microcosm of our academic world and the larger and more diverse community.

The dimensions of the outside world are telescoped into educational experiences which permit our students to promote health and better living through individual or group counselling, research, the media and education.

We hope that we are more than "a little world in itself."

Rena A. Mendelson

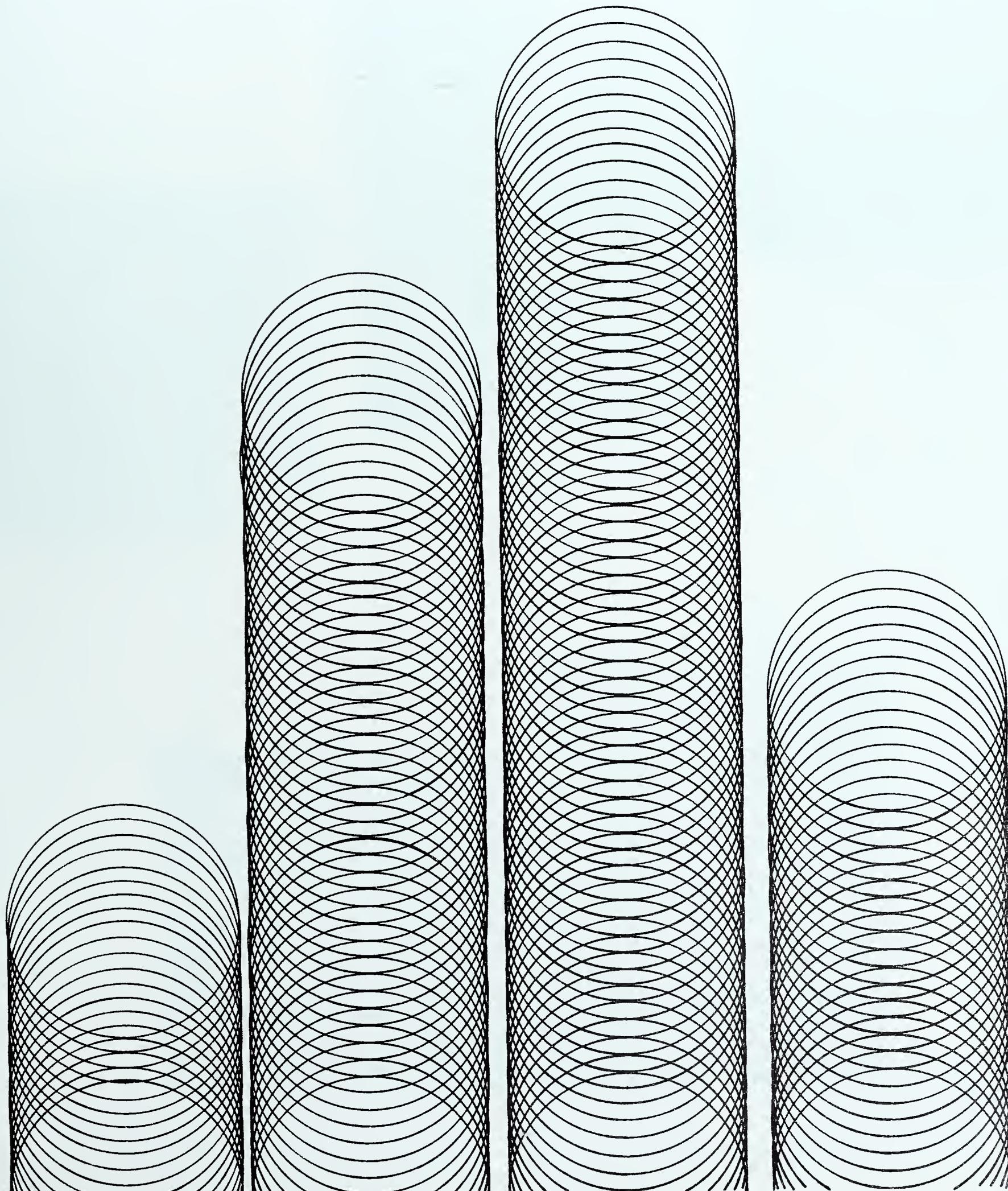


## FACULTY NOT AVAILABLE FOR PICTURES

Mae L. Beck  
Richard B. Carpenter  
Charlene F. Clinton  
Louise G. Cohen  
Dorothy L. Denniston  
Elaine H. Dunn  
Jane Faraday  
Iclal S. Hartman  
Nancie Herbold  
Martha Krow-Lucal

Eric Lustig  
Marion Mason  
Don H. McKeen  
Margaret S. Menzin  
Ynhui Park  
David S. Perry  
Margaret M. Plymire  
Mark I. Solomon  
Richard C. Sterne  
Everett L. Tuttle

# SENIORS





LESLIE AHEARN

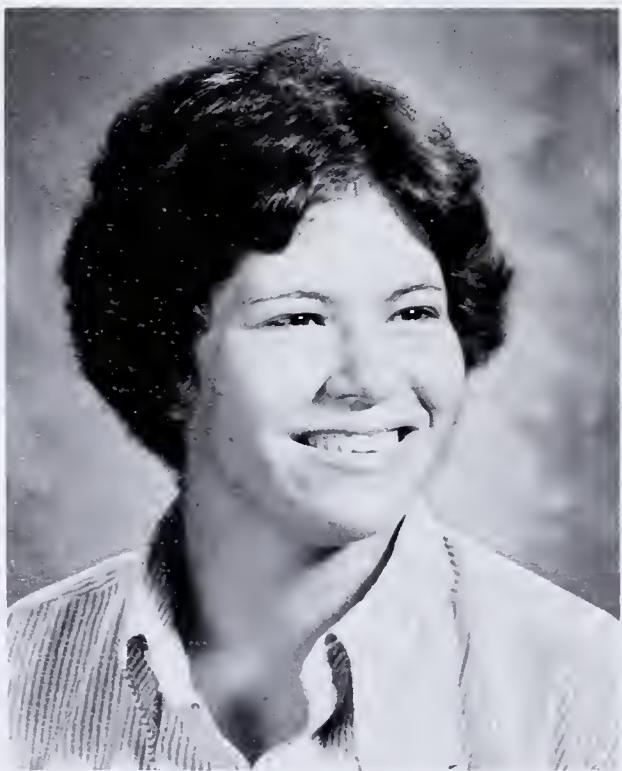


JODI ALDERSON



PAULA ANDERSON

MARSHA AJHAR



HOLLY SOULE ANDERSON





SUE ANDREWS

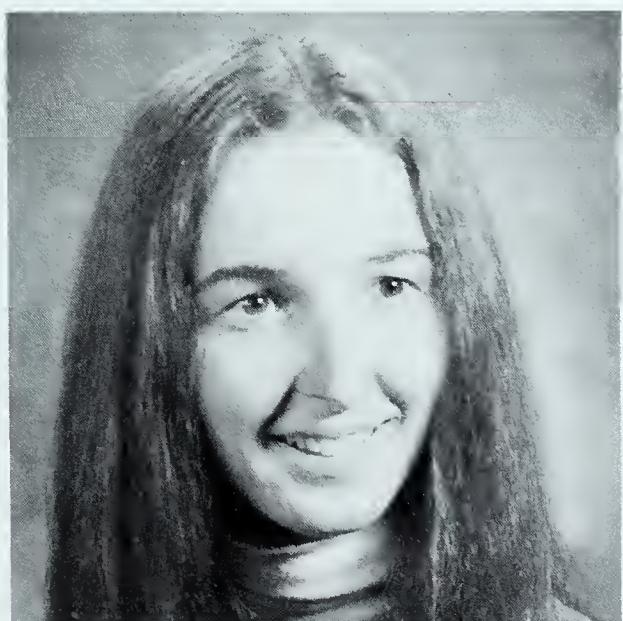


DIANE ARMSTRONG



YVETTE ARRINDELL

49



JANE ANTHONY



STEPHANIE ARONS



DEBORAH AUTUORI



SUSAN BALASNY



BARBARA BARRESI

50



JOANNE BABITT



ANGELA BARDAWIL



MELISSA BAUGHMAN

ILENE BELINSKY



REBECCA BERNSTEIN



PATRICIA BIELER

51



PATRICIA BERGSTROM



NANCY BERTOZZI



CYNTHIA BIENVENUE

LAURETTA BILLINGSLEY

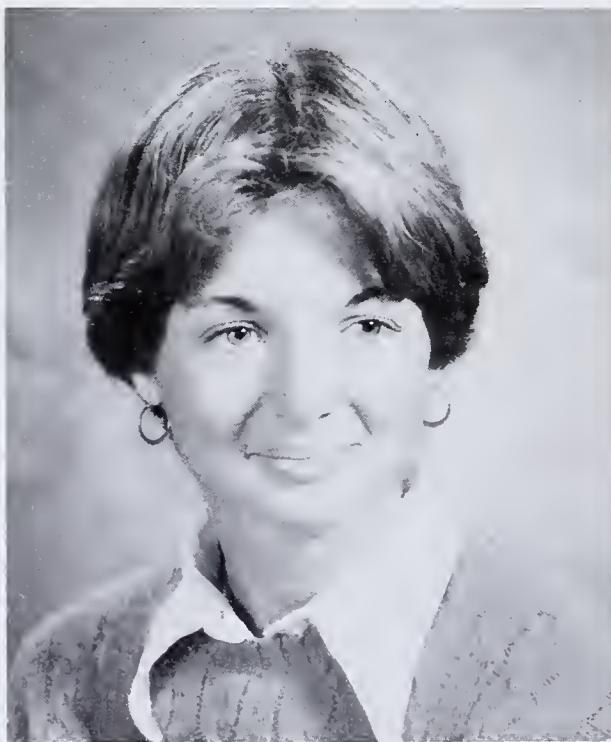


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DIANE BISHOP

BARBARA BLANCHETTE



CHERYL BLATT



PEGGY BLEIFELD



ESTHER BLINDERMAN



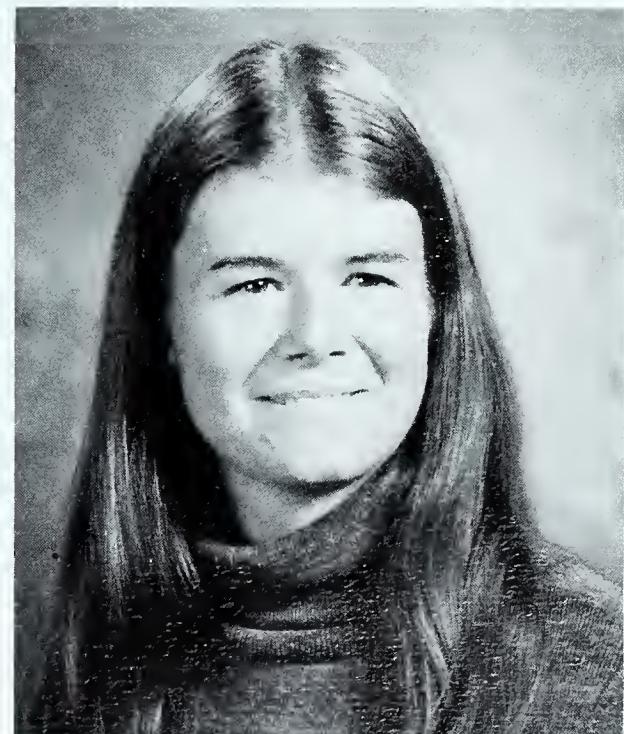
RUTH BOGHOSIAN



JOAN BOROWITZ



CANDACE BOWS



MICHELLE BOYES



ELLEN BRAV



ELENA BREEN



ELIZABETH BRUCE



ELLEN BUCHBINDER



NORMA BUCHAULTER



SUSAN BURNETT



ANN BYRON



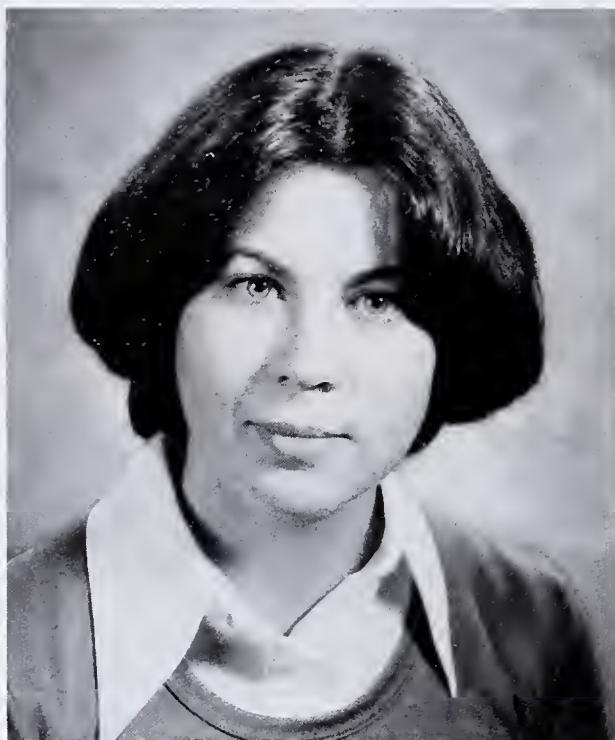
SALLY CALCAGNI



PAULA CARLSON



CAROLYN CANAVAN



PATRICIA CARUSO

MARY CATELMO



JUDY CAULMARE



BETH CEDERBERG



CRISTINA CARNAROLI





LORRIE CELLOZZI



EVA CHAN

57

CATHY CHANDLER



DIANE CHARTIER

AILENE CHANG

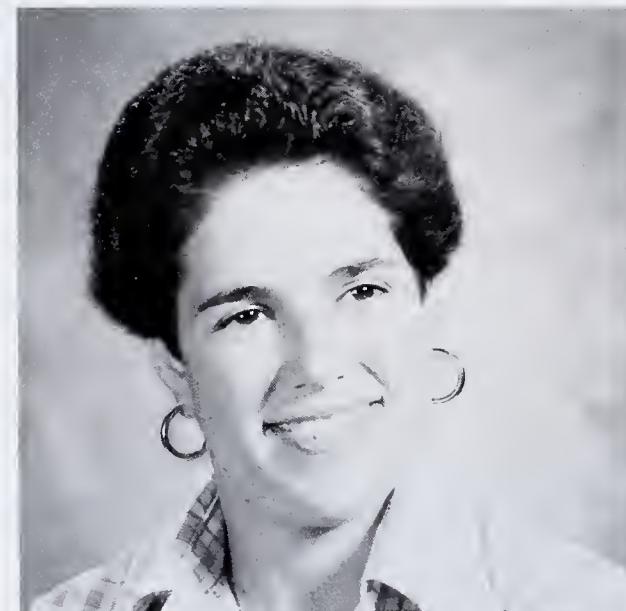


CHERYL CHRISTMAS



58

KIM CLARK



JUDITH COHEN



CATHY CONGELOSI



MARIE CONLON





LISA COOPER



ANDREA COOPERSTEIN



NANCY COPPOLA



PATTY CORKUM



59

SUE CORLEY

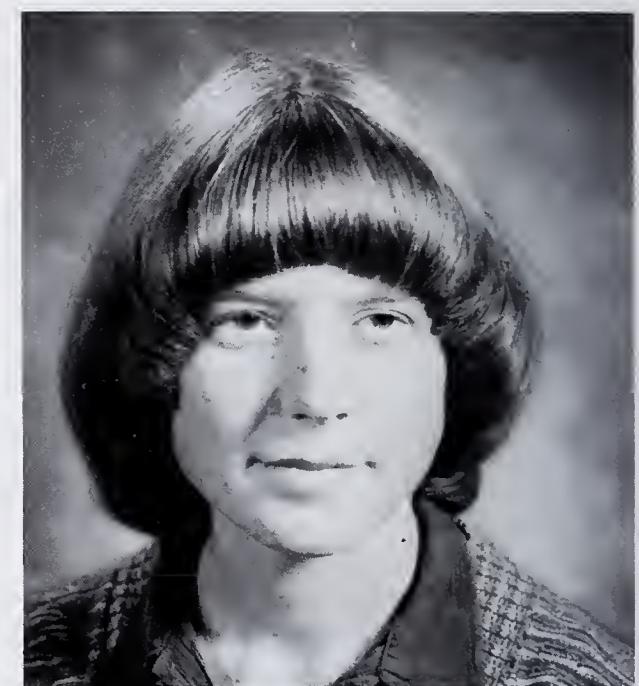




KAREN DENUZZE



MARY DELLA PENNA



JOANNE DIMITRIOU



NADINE CRUZ



KIM DENGLER

60



DENISE DI NOVI



ELIZABETH DORAN



JOYCE DRAGOFF



DONNA DRESSLER



GAIL DREYFUS

61



GERALDINE DUFFY



NOEL DUFFY



DEBRA DUSKIN



POLLY DUSOISST



ELAINE DUNHAM



ALICE EARLE



JOANNE EASTON



BONNIE EDWARDS



TATIANA EFRUS



KATHY EISENHAUER

MAUREEN FAY



DIANE ENGELL



ANNE ELLIOT



64

DIANE FARLEY



ELAINE FELDBERG



SUSAN FIRESTONE



ISABELLE FLOREK



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LYNN FISCHOFF



LORI FRIEDLAND



LEANNE GEORGE



JULIE GILLIS

SARA GEN'S

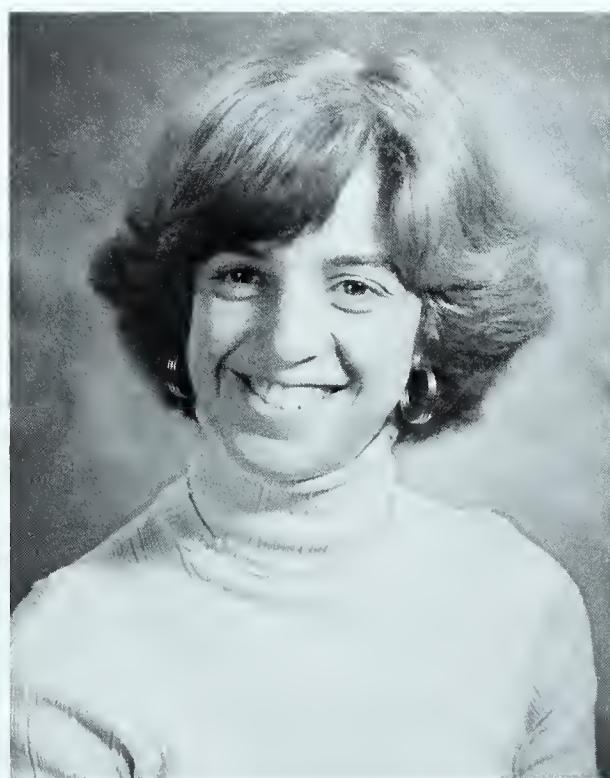


TEDDY GIFFORD





DEBORAH GLASSMAN



CYNTHIA GOLDSTEIN



PATRICIA GOW

67



PAMELA GODFREY



GRISELL GOMEZ



KATHLEEN GRAHAM



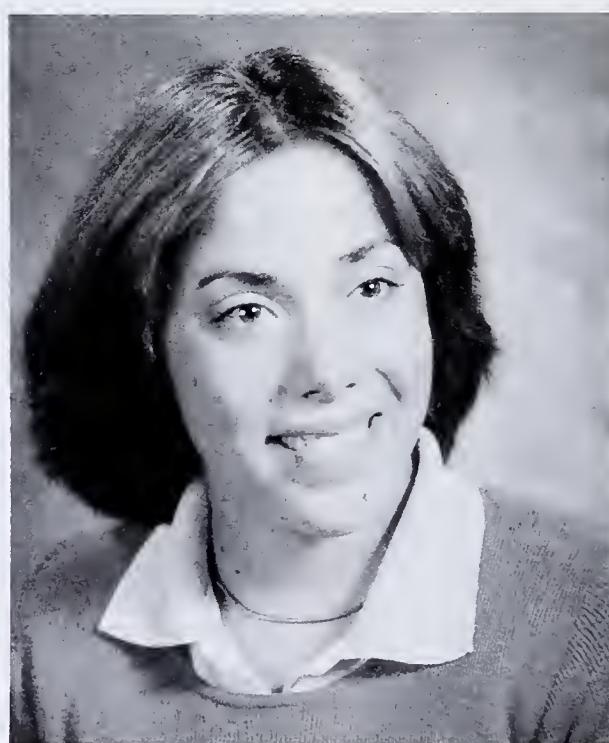
NINA GREENBAUM



BETH GROSSMAN



BARBARA GRAY



ALISON GRISWOLD

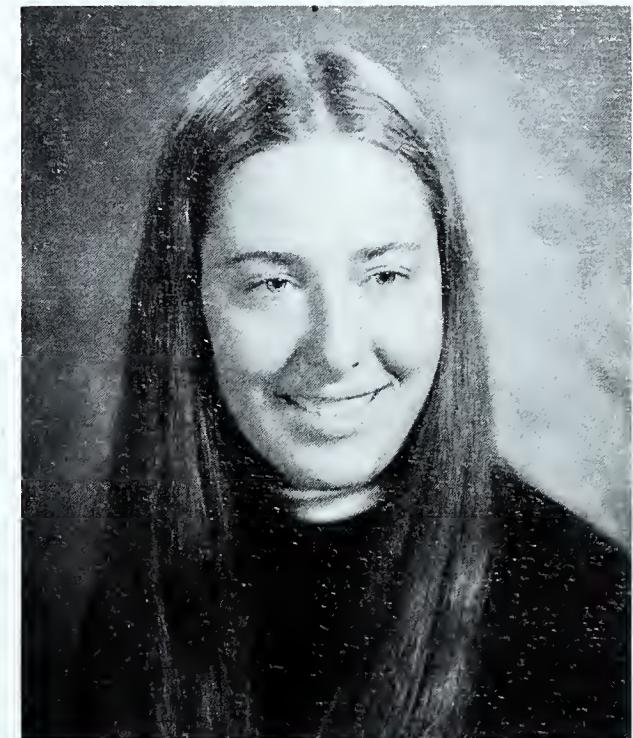


ANDREA GRUBER

JANE GUSTAFSON



SHERYL GWYNNE



CYNTHIA HALL

69



MELANIE GUZELIAN



SUSAN HAGIGEORGES



AMY HANDLER



CAROL HANKINS



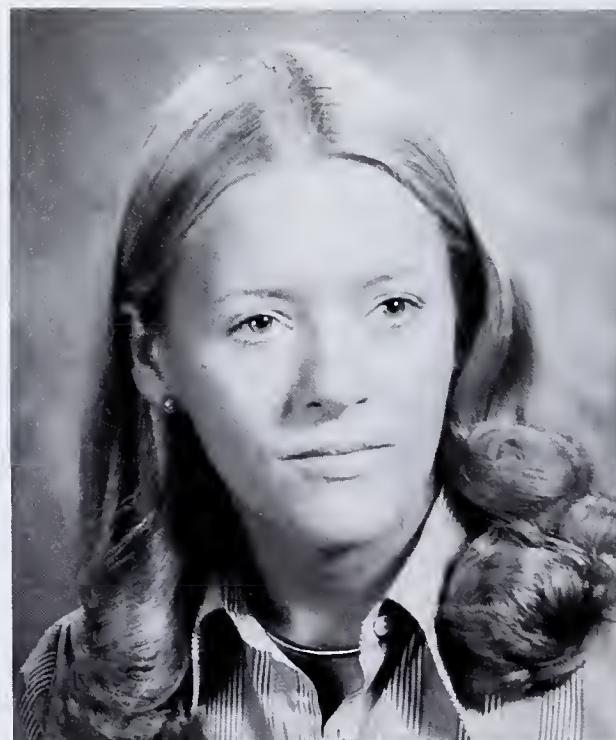
DEBBIE HAPP



MARSHA HARDING



ROBIN HARRINGTON



MEGAN HARRIS



MARTHA HEYWOOD



LU ANN HINTLIAN



MARY BETH HOWE



LESLIE HURVITZ



CAROL HRYNIEWICZ



SHOLA IDOWU



GWEN IFILL



BENG IM TAN



NANCY IP



72



EVE JELSTROM

RAMONA JOHNSON



BERYL JONES



MARY ELLEN JOY



LISA KALISH



DEBRA KANER





NANCY KAPLAN

74



ROBIN KAPLAN

ELLEN KARSH



KATHLEEN KELLY



GAIL KENDALL





ALENE KENIG



ROBIN KENNY

75

CHRISTINE KEY

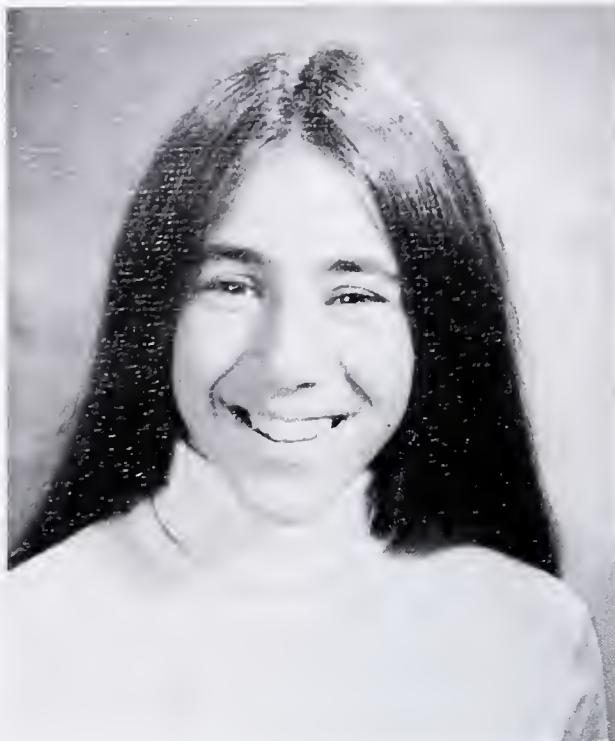


SUSAN KORBER



KATHLEEN KIELY





JANICE KORFF



EILEEN KRAMER



SUSANNA KREY



SHEERA LANGERMAN



BARBARA LANGWORTHY



SUSAN LANHAM



AMY LEE



PAULA LEFKOWITZ



DEBRA LEVIN



JOAN LEVIN



JUDITH LEVY



LORRAINE LOSCO



ROBERTA LOJKO



PEGGY MAC KINNON



BOBBI MAGIDOFF



KANDIS MAKI



ELISE MANLEY



DOREEN MALICK



PAULA MARCHIONE



NANCY MAURICE

JOCELYN MC CLURG

LESLIE MC AULIFFE



ANNE MC AULIFFE



80



PATRICIA MC CARTHY



While you sit there

Life is passing you

BETH MC LAUGHLIN



MAUREEN MC LAUGHLIN



DAWN MC OSKER



81



MARY ELLEN MC NALLY



making other plans,

y.



NANCY MC QUEEN



EMILY MEI



KATHERINE MENDYKOWSKI



CAROL MEYER



MARION MILLER

MARY MOLICA



CAROL MOLNICK



WENDY MORRISON



83

MARY ELLEN MORRISSEY



ROBIN MOTTHON





DEBRA MULLEY



KAREN MUMPER



CYNTHIA MURVAY



PATRICIA NEALON



MARSHA NEIL



VERONICA NG



PRICILLA NODINE



IFEYINWA ODUNUKWE



MOLLY OLDFIELD



KRISTIN OLSON



AGNES OYIBOKJA



MARY PANDA



KIWON PARK



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JUDITH PATTON



ROSEMARY PAVUK



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DENISE PEZZULLO



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PAMELA REZNICK



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BAMBI REGIS



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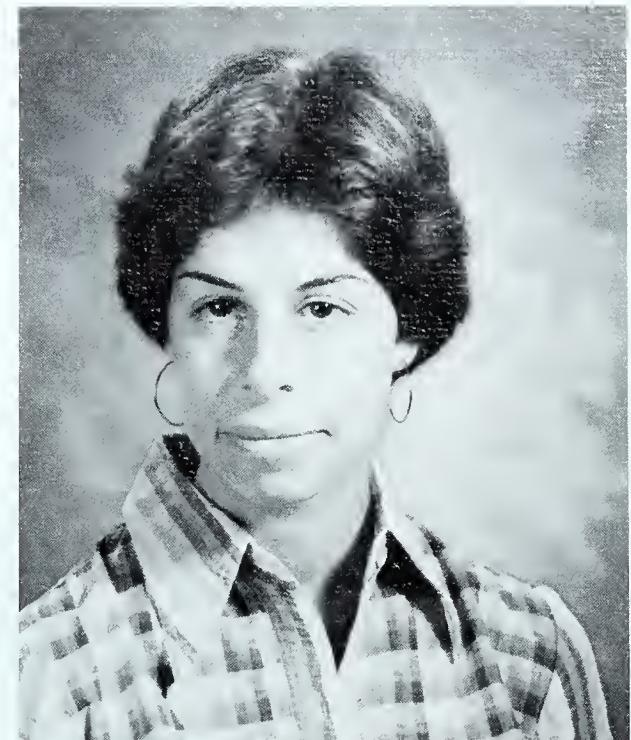


CAROLINA RUCCOLO

GAIL RUSSELL



MARY ANN SADOWSKI



ALLISON SCHNEIDER

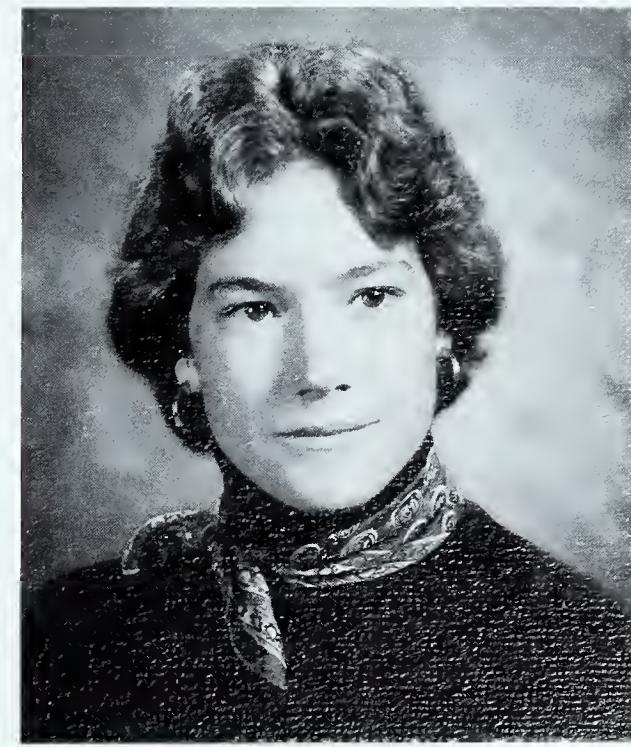
89



NANCY SABBAG



SUSAN SCHATZ



ANDREA SCHOENING

90



PAM SEAVEY



JAIME SHAPIRO

PEGGY SHEEDY



JANE SHERMAN



HOLLY SHOOSHANIAN





WENDY SHORE



LYNNE SIMMONS

91

CHERYL SIMPSON



AUTHERINE SMITH

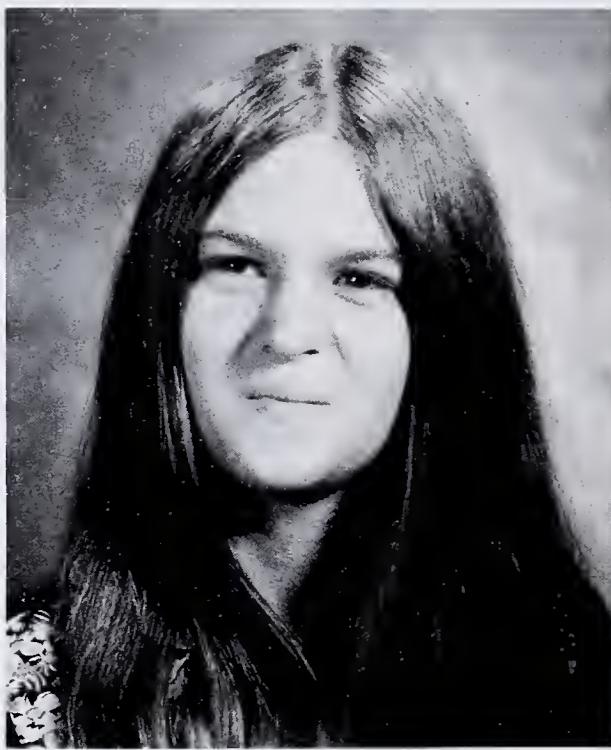


CELESTE SIMS

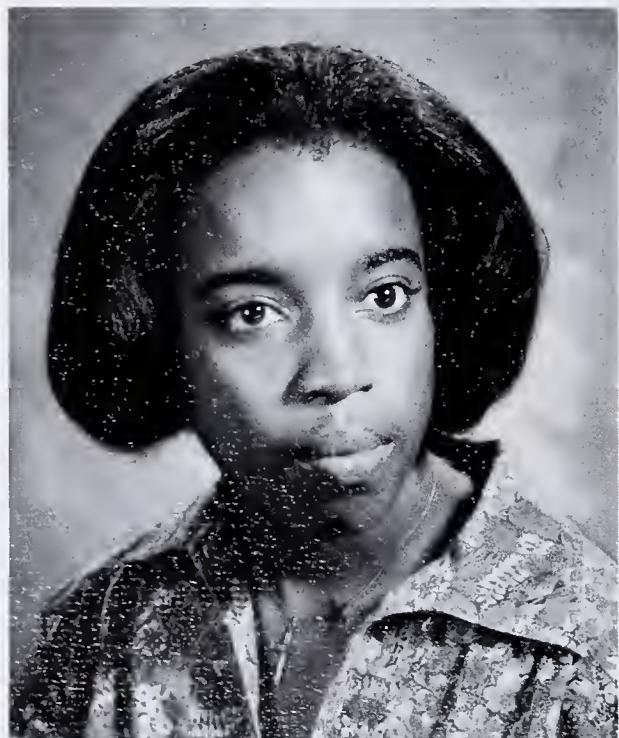




LINDA SMITH



PAMELA SNEED



CAROLYN SPAULDING



DEBRA STERNS



SUSAN STETSON



GAYLE STONE



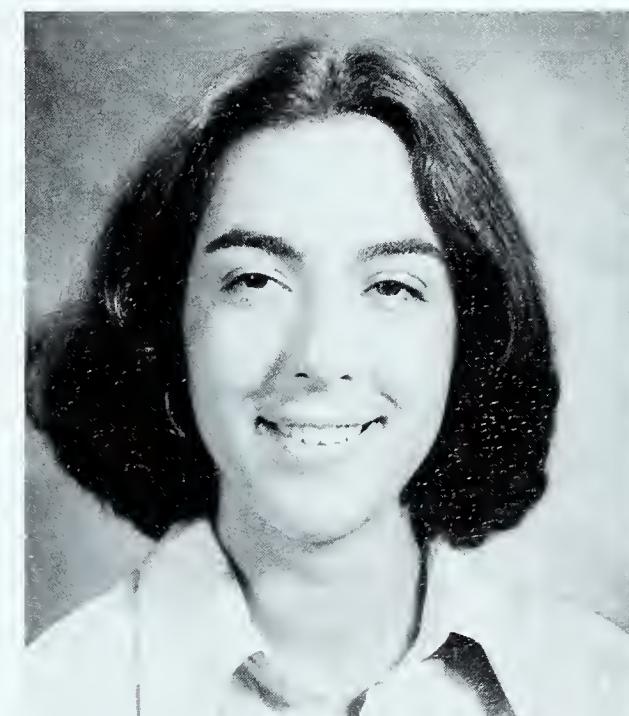
JUSTINE STRUNGIS



CATHY SULLIVAN



KATHLEEN SULLIVAN



KAREN SUSSMAN

JUDITH TAFT



94



SUSAN TAUBER



SUSAN T'ANG



BARBARA TAYNE



LOIS TEPPER



JACQUELYN THOMPSON



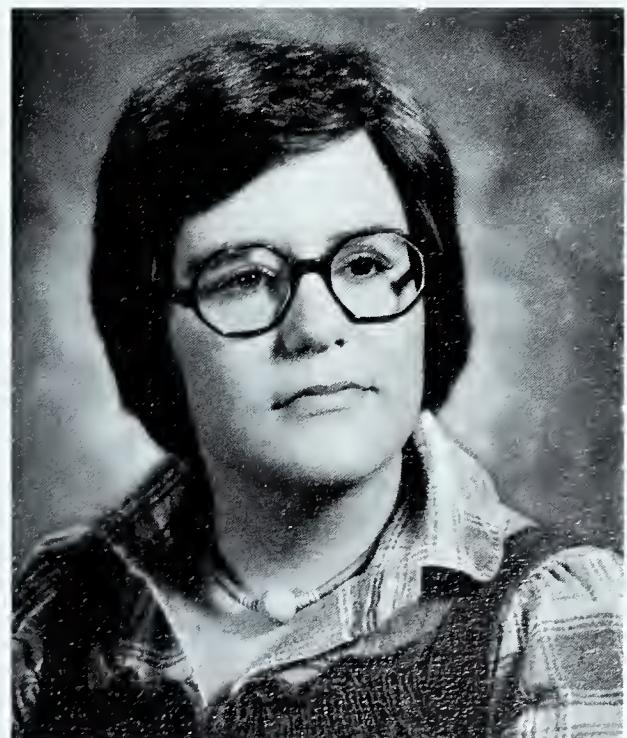
VIVIAN TOLES



CYNA TOBIAS



JAYNE TRIBER



IRENE VAFIDES



CARMAN VINALES



EVELYN WAI



RUTH ANNE WALSH

ROBERTA VISCONTI



HOPE WALSH





PAMELA WARD



FELICE WEINBERG



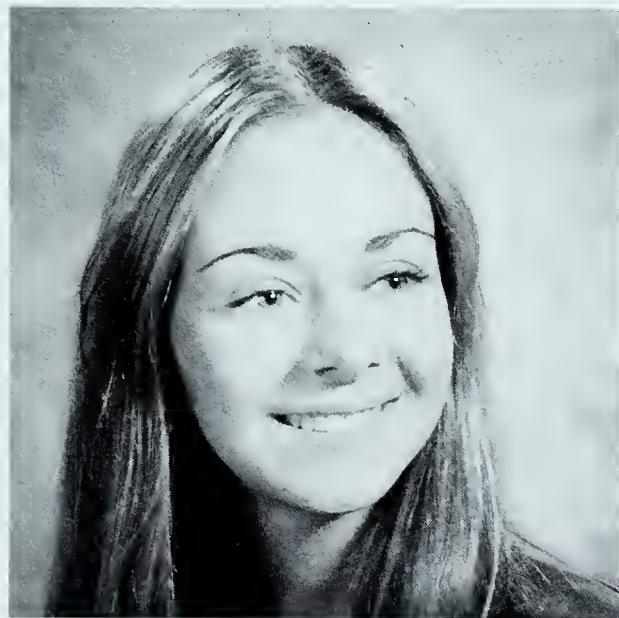
LINDA WILKIN

97

WENDY WHITTIER



WENDY WEIDIG





CHARLOTTE WILSON



BETH WITCOFF



GWEN WOODARD



KATHERINE WORRALL



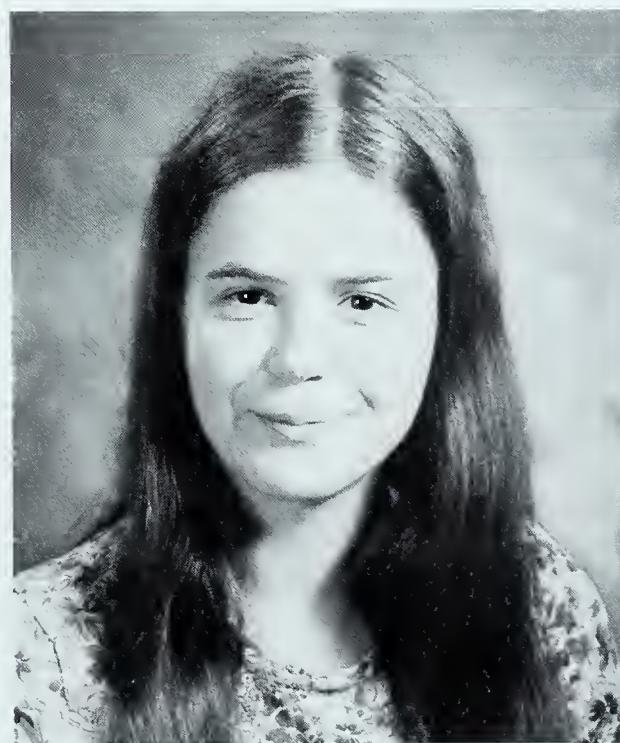
FAYE YANOVER



SUSAN YAUNEY



CAROL YEE



JEAN ZUMAN



DENISE YUU

GAYLE BRIDGMAN



CYNTHIA BEAL



100



DAIVA IZBICKAS



ANNE BURNHAM

BONNIE KAPLAN



GEORGIA JENSEEN



MELANIE MEYER



SUSAN MIRANIAN



DIANE PICKMAN

102



JANET MORAN

ANN SOROSKY



MARY ELLEN WOLANSKI



SUSAN VAN GEMERT





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SIMMONS COLLEGE — PREPARING TODAY'S WOMEN FOR  
TOMORROW'S WORLD???

# CONFESIONS OF A FEMINIST

by Jayne Triber, Class of 1977

It all started out innocently enough. At the age of five a marked preference for guns and trucks over dolls and tea sets. A fondness for patched jeans and tee shirts and an aversion to frilly dresses.

"Don't worry about her. It's a classic case of tomboyishness. She'll outgrow it," said the wise family physician as he tried to reassure the parents.

But the symptoms persisted and worsened. The disease progressed from incipient tomboyishness to blatant masculinity. You begin to develop masculine characteristics — aggressiveness, confidence, and pronounced athletic ability.

"Where have we gone wrong?" said Mother as she wrung her dish pan hands. "We've raised the best damn first baseman in the neighborhood."

By the time you entered grade school, you knew you would never fit into this masculine/feminine world. Boys carried milk cartons; girls clapped erasers. Dick climbed trees; Jane watched Dick climb trees. Every chore, childhood game and story, and even the way children carried their schoolbooks was clearly marked masculine or feminine. And nobody was allowed to cross over the sexual boundary.

Junior high school and its partner, puberty, brought more changes. Little girls turned in their shoulder pads for training bras (What were they training for?). Little boys stuck their hands, instead of frogs, down little girls' dresses.

"Boys don't like smart girls," said Sally who batted her eyelashes and was the only girl in seventh grade who had anything to put in her training bra.

High school was even worse. Teachers and guidance counselors prepared you for your place in the world. Boys became mathematicians; girls became math teachers. Boys became President; girls became First Lady.

"Your grades in English and creative writing are excellent," said the guidance counselor. "You should become an English teacher."

"But I want to write for the Washington Post."

"A reporter? You don't want to work with a bunch of foul-mouthed, cigar-smoking drunks. Be a teacher. It's a marvelous profession for a woman."

Finally high school was over, and it was off to college. There your life began to take on new meaning. Blacks, Chicanos, gays, and women were struggling against oppression. Everyone was raising his or her consciousness. You weren't quite sure what your consciousness was, but you raised it anyway. There were others out there like you. And you had a name — feminists.

"A feminist! Why can't you be a communist like other college kids?" cried Mother as she pressed the puree button on the blender.

It wasn't so bad when your Aunt Agnes or the waiter in the cafeteria asked the questions, but when they came from people whom you thought were well-educated, socially aware, and liberal, you began to wonder if there was something wrong with you. In desperation, you visited a psychiatrist.

"Your problem is a textbook case of poor feminine identification."

"How do you define 'feminine'?"

"Womanly. Soft and gentle. You're not fulfilling the feminine role."

"Why do I have to play a role? I'm not an actress. I'm a person."

"Now you're getting aggressive. This is masculine behavior. I'd wager you had a passive mother and a domineering father who was overconfident in his masculinity. You undoubtedly suffer from a subconscious feeling of pe—"

"Say 'penis envy' and I'll deck you."

You knew now it wasn't you who was sick. It was all the Aunt Agneses and waiters and parents and psychiatrists who were so unsure of themselves that they had to rely on labels to tell them who they were. You knew who you were.

That old masculine confidence of your youth bounced back. When you found out your boss paid you less than the man who held the job before you, you brought him to court, and won. You asked that good-looking man in the sales department to lunch, instead of waiting for him to ask you.

The battle is often uphill. Aunt Agnes says you'll get these foolish ideas out of your head when you find a nice young man and settle down. The psychiatrist is sure you'll recover if you find a feminine role model to identify with. And mother, with her blender and her dishpan hands, is quite baffled by the whole situation.

"Mom, I've joined NOW."

"I'm so glad you're getting involved in a club, dear. What is it that you've joined now?"

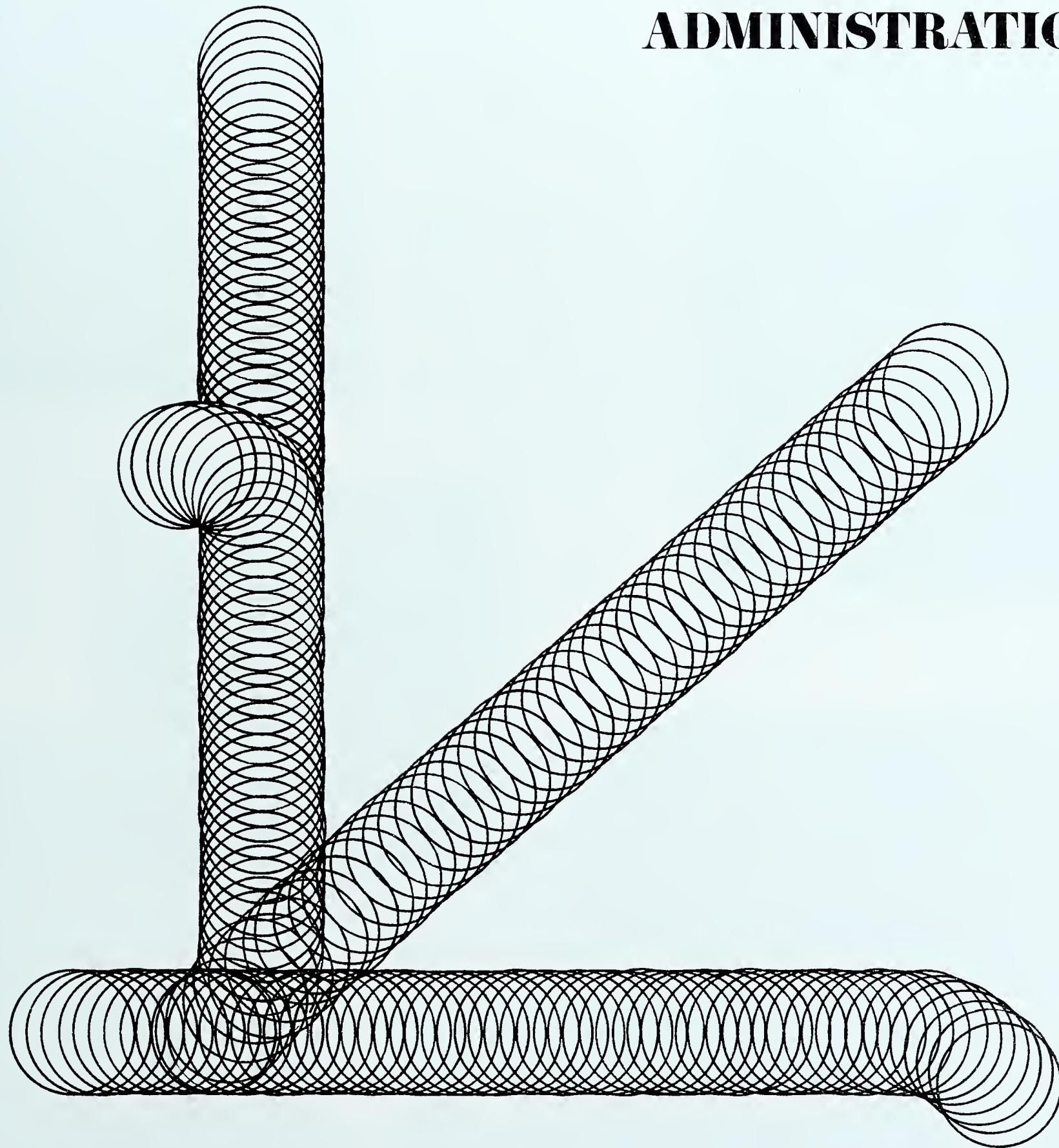
"I don't think you understand, Mom I've joined NOW, the National Organization for Women."

"How are you going to meet a man if you join a women's club, dear?"

In the face of all this adversity, you're still optimistic about your future as a woman and a feminist.

Now you walk down the street with your head held high and the latest issue of Ms. tucked securely under your arm. And the next time you walk by the construction site and that curly-haired construction worker gives you the once-over, you're going to walk over and give him a wink and a pat on the rump. That should raise his consciousness, don't you think?

# **ADMINISTRATION**



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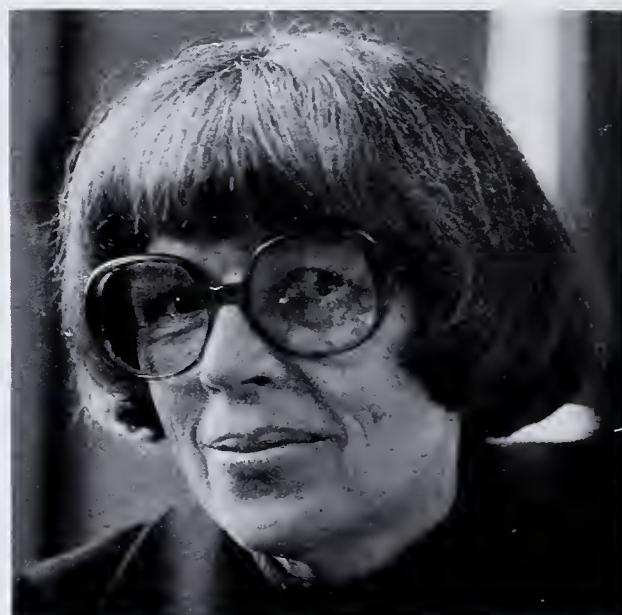
# ADMINISTRATION



President William Holmes

106

Walter E. Steere, Jr.  
Business Manager



Priscilla McKee  
Assistant to the President



Ethel M. Bere  
Assistant Treasurer, Comptroller

# DEAN

Charlotte M. Morocco  
B.S. Shippensburg State College  
M.Ed. Ohio University

I'm sitting at my desk; it's 7:30 p.m., December 8, 1976; and I'm tired.

That opening statement is not designed to elicit sympathy. It is simply an expression of an emotion which typifies the feelings of just about everyone at Simmons at this time of year. It is a way of saying that the Deans' Offices and therefore the people who work here are indeed a microcosm of our larger Simmons Community.

The activities of our offices are for the most part a reflection of the needs, hopes, frustrations, and joys of our Community, particularly of you, our students. We travel together through orientation, registration, course selection, decisions to transfer or to withdraw, experimentation, failure, success, and finally to graduation. Through that journey we laugh with you, cry with you, prod you, advise you, get angry with you, grow with you, and finally applaud your

success.

Our primary objective is to see that each of you is able to achieve your maximum potential both academically and personally. We interact with faculty, other administrators, staff and maintenance personnel, outside professionals, alumnae and parents to achieve that objective.

We consider ourselves successful only when we can answer the following questions in the affirmative. Are we graduating competent, self-confident, mature women? Do our graduates believe in themselves and do they have an understanding of and belief in the human rights and dignity of others? Do they understand that education is a life-long process that does not end at Commencement? Have we provided them with the best possible faculty, curriculum, and learning environment?

The Deans' Offices, like Simmons itself, is a microcosm of our larger community. It is the richness and the potentialities of those communities that encourages me to write this statement when . . . I'm tired.



Betty Rawlins  
Associate Dean



M. Don Sargent  
Treasurer



Paul R. Miller  
Public Affairs





Sherwood A. Barrow  
Registrar



Mary Jane Doherty  
Director of Alumnae Affairs



Caroline H. Pooler  
Continuing Education

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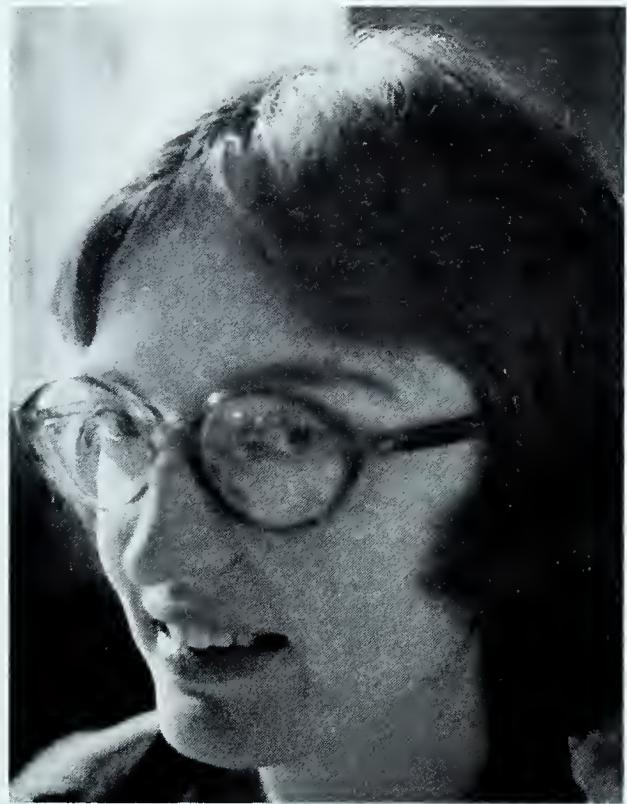
Jane C. Halko  
Director of Admissions



Jonathan Ehrenworth  
Counseling Center



Bernice Poutas  
Director of Development



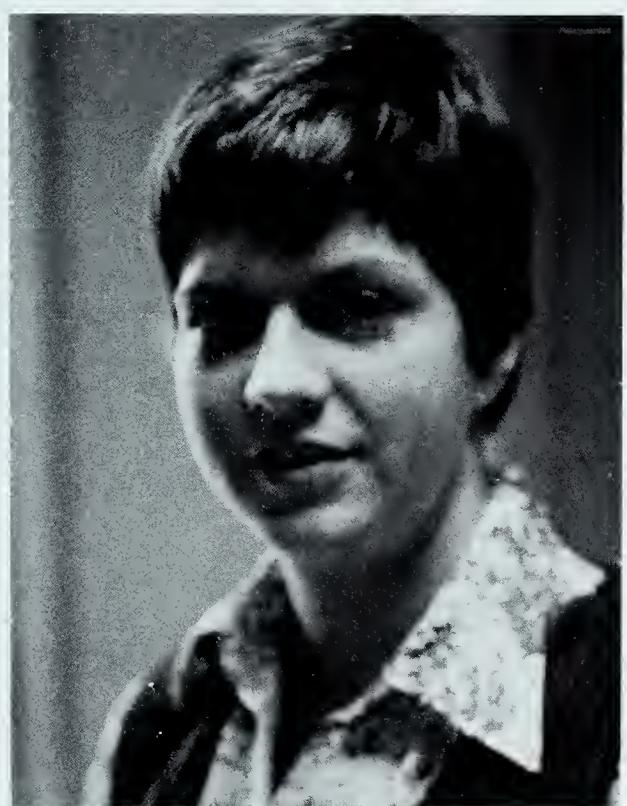
Nancy C. Stoll  
Head of Residence



Margaret A. Loeb  
Public Information



Dorothy Senghaus  
Director of the Library



Geri M. Hura  
Director of Student Activities



Joan Carroll  
Placement Office



Dr. Marjorie Ready  
Health Center

Scott Fader  
Plant Superintendent



Helen B. Moore  
Supportive Instructional Services



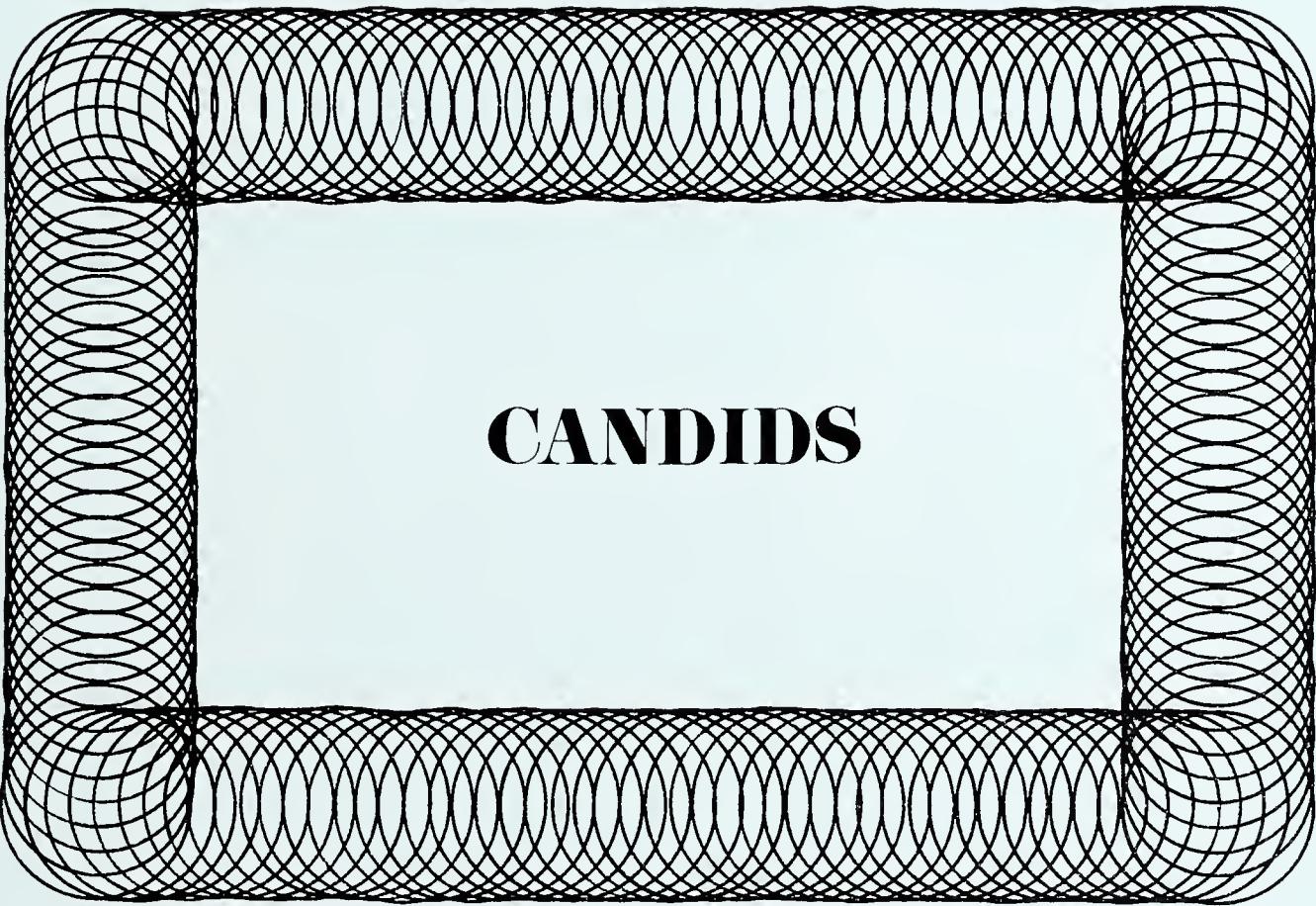
F. Ann Shaw  
Director of Student Employment



Patricia Keegan  
Director of Financial Aid



Scott Montgomery  
Manager of Simmons Bookstore

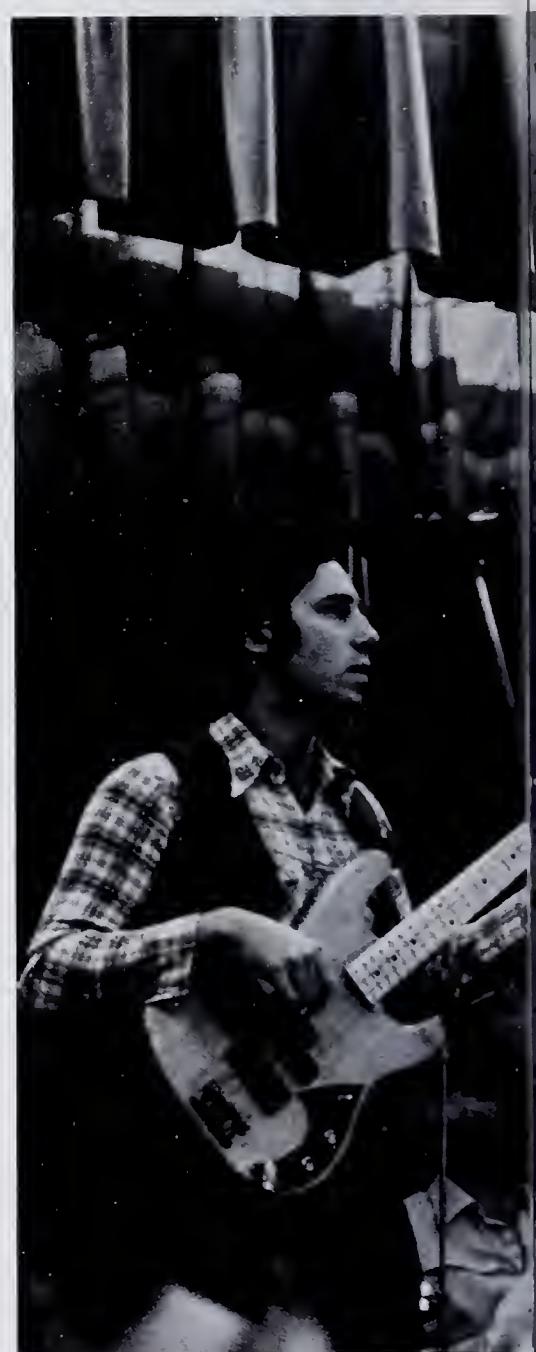


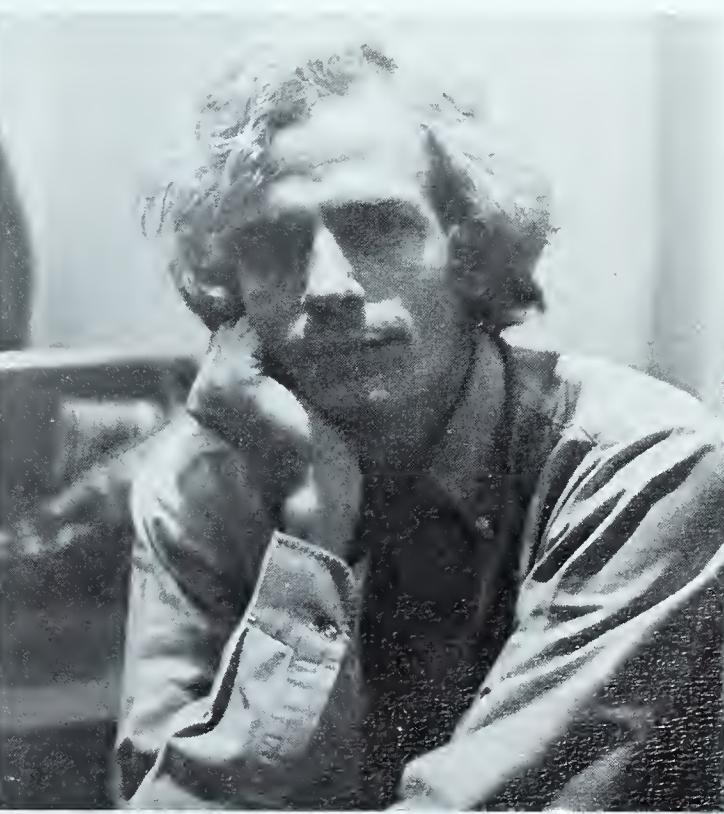
# CANDIDS

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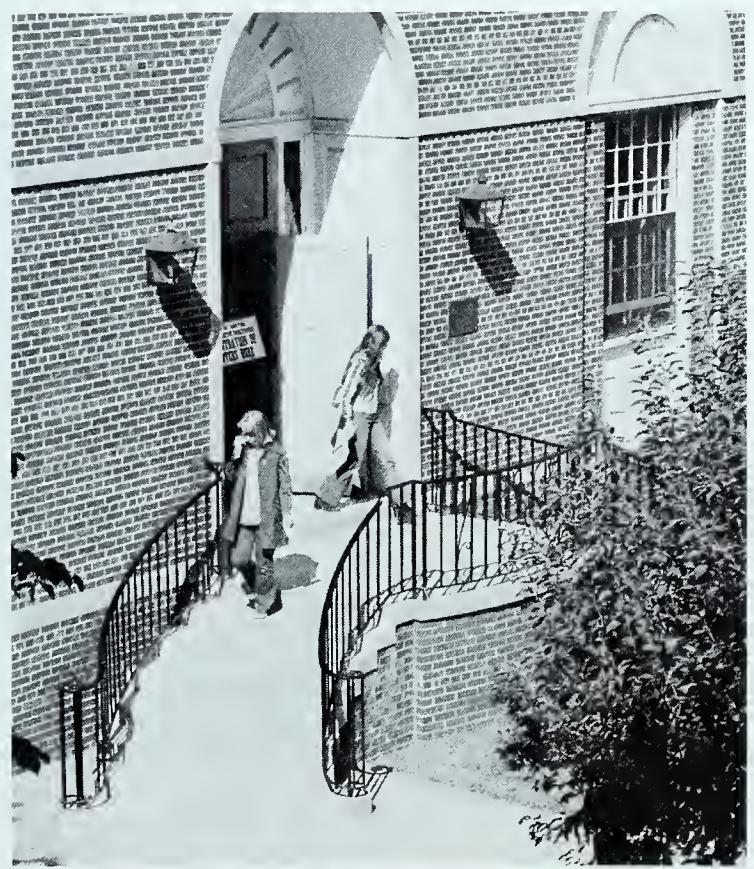




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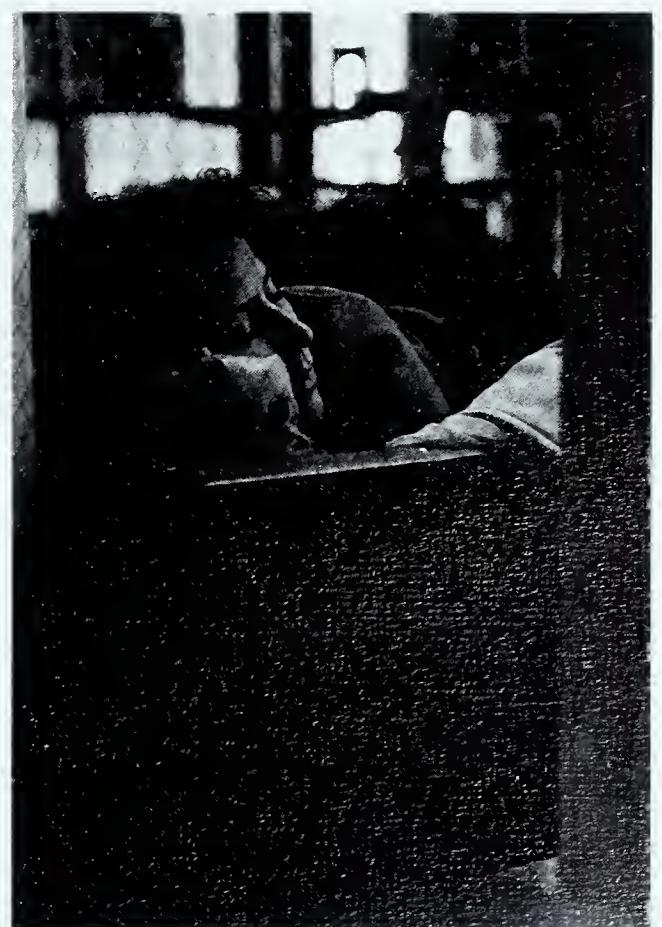


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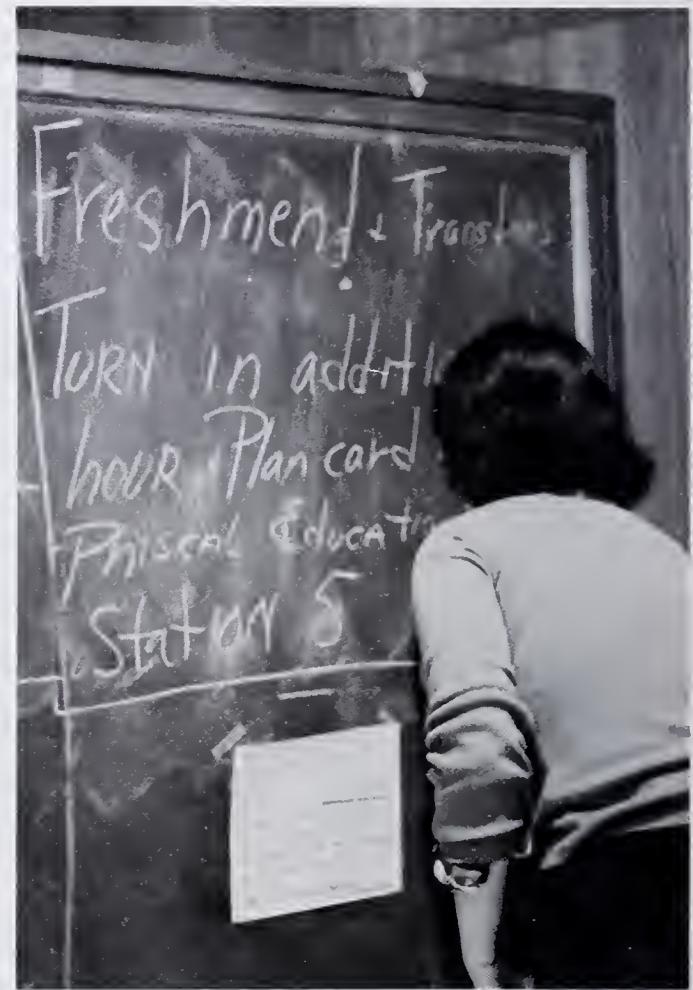




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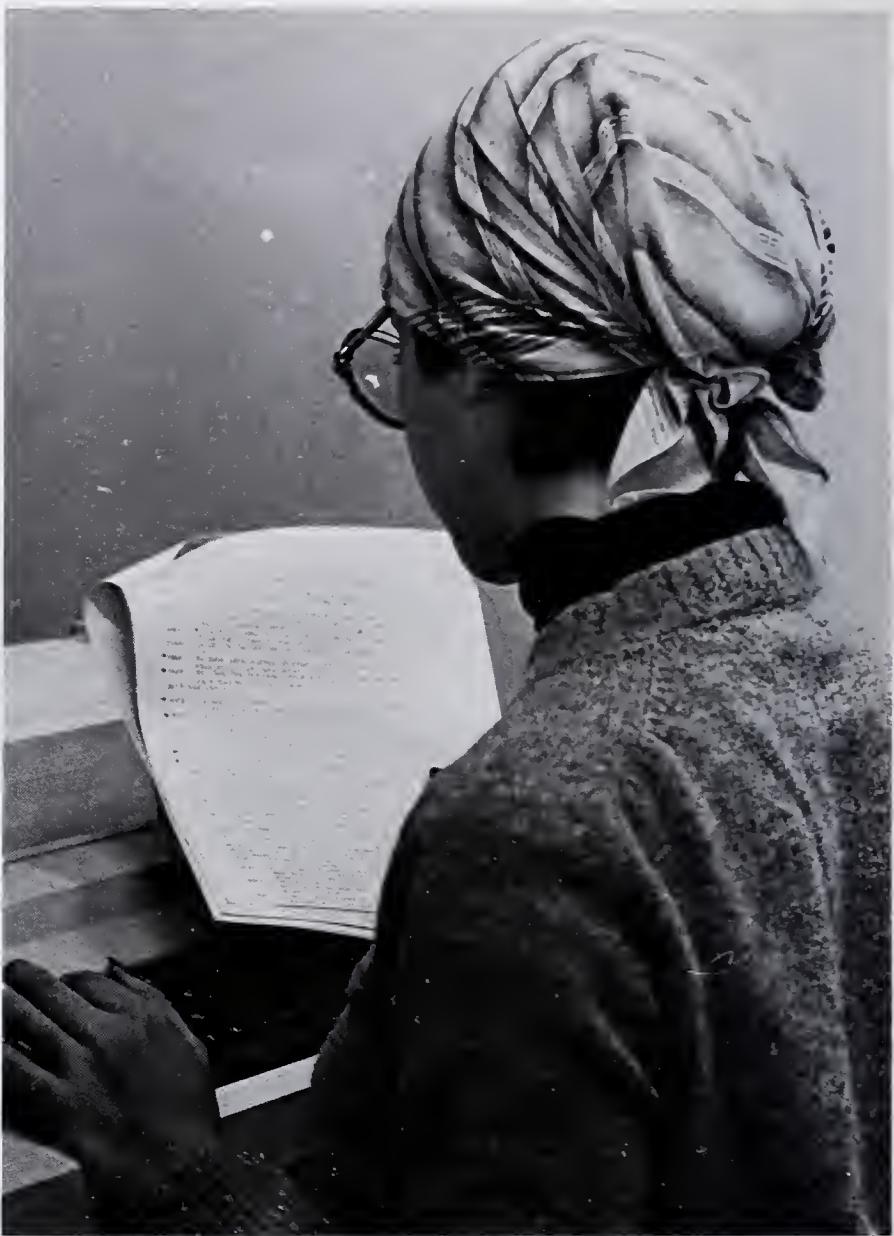




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the MASSAGE



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"MAD DAWGS AND P.T. STUDENTS"

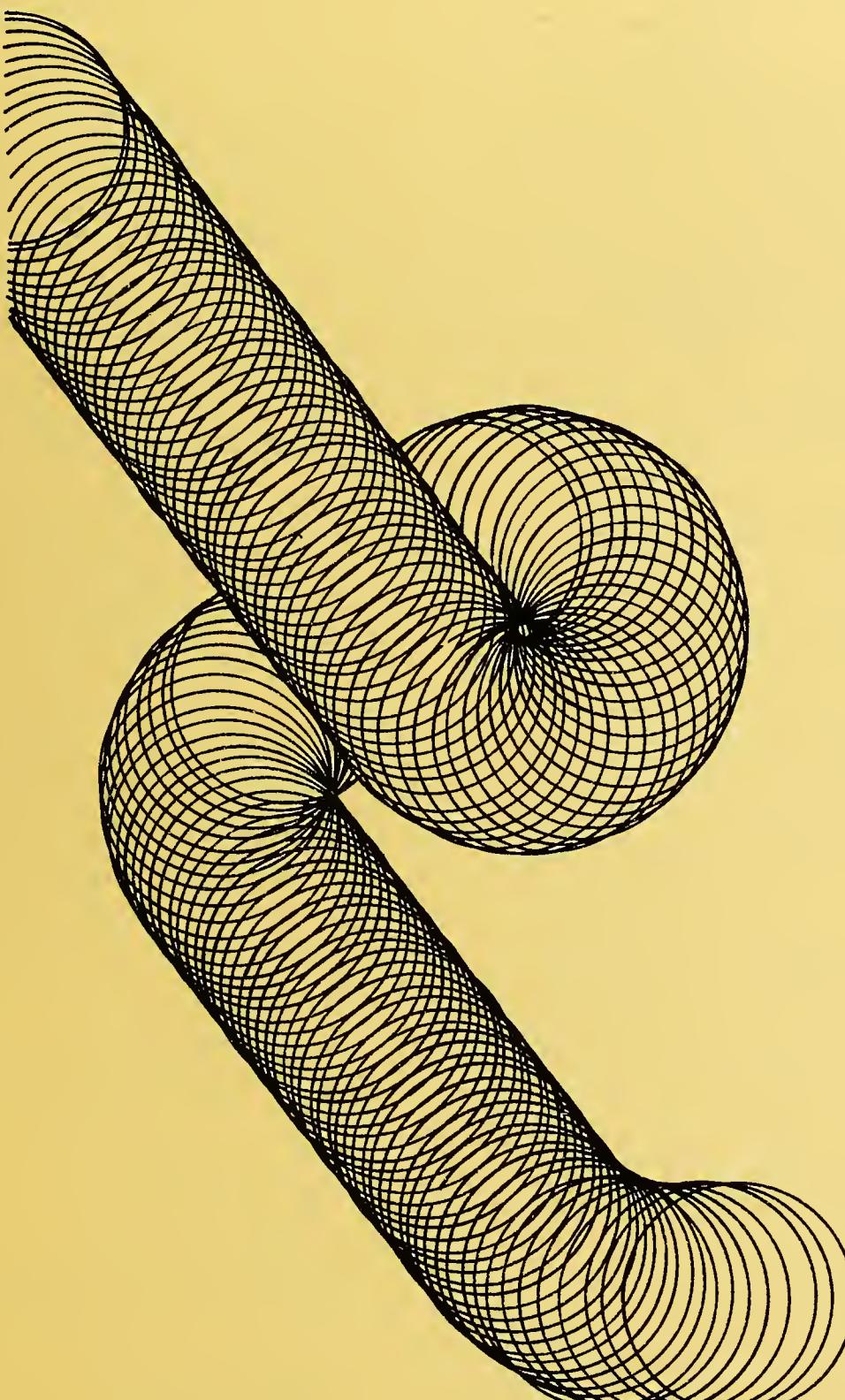
142



Have you ever felt like climbing the walls?



STATION 3:  
If you have not  
collected 16 credits —  
STOP! DO NOT PASS GO.  
Return to STATION 1  
and start all over again.



friends we will  
remember you,  
think of you,  
pray for you,  
and when another  
day is through  
we'll still be  
friends with you.

— John Denver —

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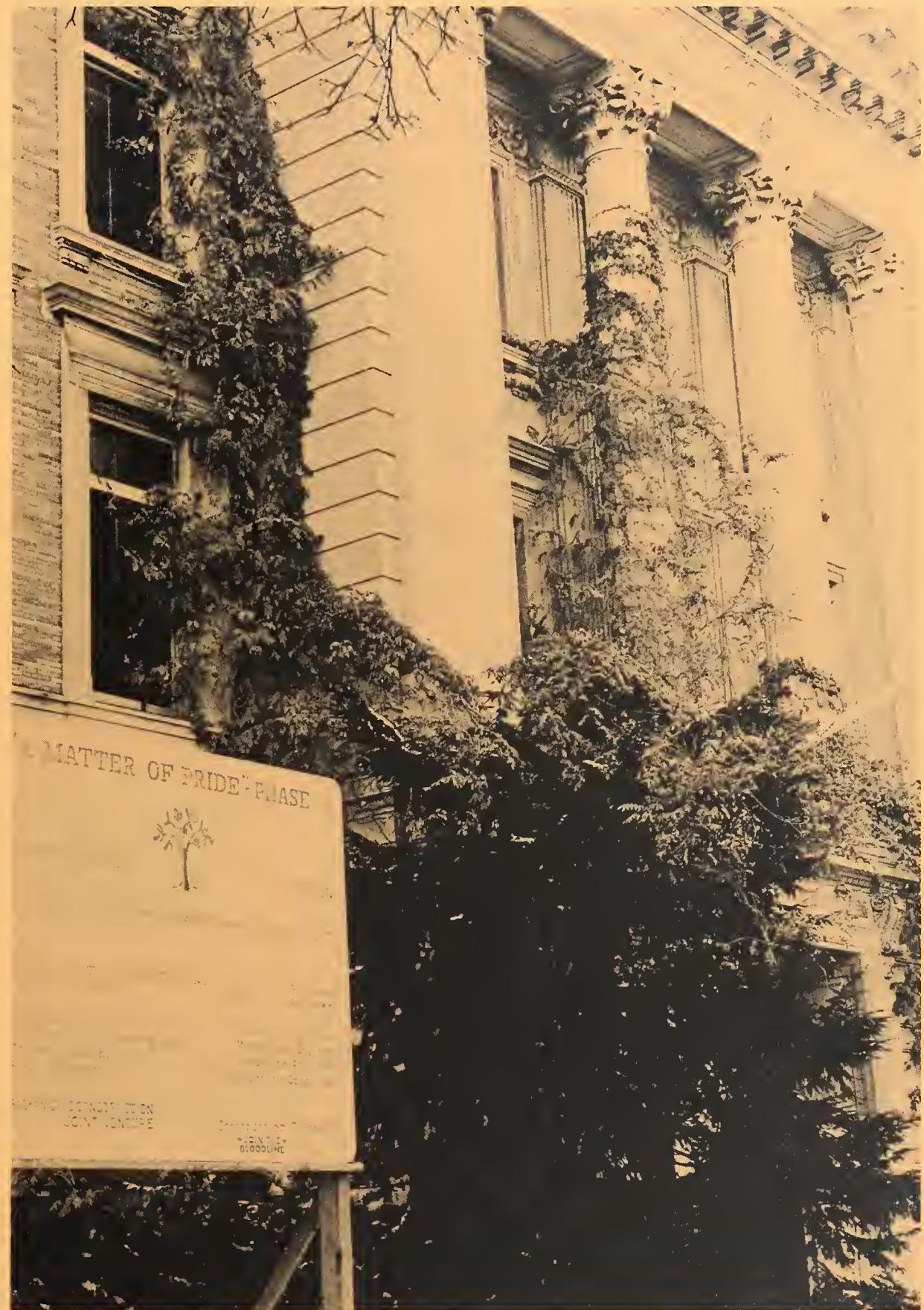
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IS IT  
TRUE  
THAT  
PRIDE  
IS  
ONE OF  
THE SEVEN DEADLY SINS ?



Credit, where credit is due . . .

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See the happy moron,  
He doesn't give a damn!  
I wish I were a moron —  
My God! Perhaps I am!  
— anonymous —

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